



West St Leonards Primary Academy Reading Curriculum Overview



Year 4

Year 4 Reading – Word Reading		
Strand	Objectives	Practise In The Classroom
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • read fluently and interpret new words in the context of what is being read. • decode new words, making a good approximation of how to pronounce the word. • consider speed, volume, action, intonation, tone and word emphasis when reading out loud and when performing play scripts and poems to show an awareness of the audience, considering drama approaches to aid my understanding. • discuss my preferences when, providing justification by drawing on and comparing examples. • discuss and compare a variety of texts from different genres and writers referring to authorial style, themes and features. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- 	<ul style="list-style-type: none"> • Phonics teaching, to the children who did not pass the re-take in Y2 of Phonics screening. • Daily individual reading to lowest 20% • Link to spelling and daily dictations.



West St Leonards Primary Academy Reading Curriculum Overview



Year 4

		and auto- to -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, *	
		<i>* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.</i>	
Common Exception Words		<ul style="list-style-type: none"> To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word. 	
Notes and Guidance	At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.		
Year 4 Reading Comprehension			
RIME Focus	Knowledge Strands	Objectives	Question Stems
Retrieval	Retrieval	<ul style="list-style-type: none"> To identify relevant points from the text when discussing parts of the text, characters, events within it. To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information. To summarise the main points of a whole text, identifying and explaining 	<ul style="list-style-type: none"> Find and copy a word that means...(provide known vocabulary). Find and copy a word which shows that.... What isdoing when.....? What does this... word/phrase/sentence... tell you about... character/setting/mood etc? Highlight a key phrase or line. By writing a line in this way what effect has the author created? In the story, 'x' is mentioned a lot. Why?
	Word meaning		
	Understanding		
	Sequencing		
	Summarising		



West St Leonards Primary Academy Reading Curriculum Overview



Year 4

		<p>the overall effect of the text on the reader and how this is achieved.</p> <ul style="list-style-type: none">• To accurately retell a range of stories, including phrases straight from the text showing familiarity and understanding through appropriate detail.	<ul style="list-style-type: none">• The writer uses words like ... to describe What does this tell you about a character or setting?• What other words/phrases could the author have used?• The writer uses ...words/phrases...to describe ... How does this make you feel?• How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc?• Where does the story take place?• When did the story take place?• What did s/he/it look like?• Who was s/he/it?• Where did s/he/it live?• What impression do get of.....from 'quote'....?• Who are the characters in the book?• Where in the book would you find...?• What do you think is happening here?• What happened in the story?• What happened after?• What might this mean?• Through whose eyes is the story told?• Which part of the story best describes the setting?• What words and /or phrases do this?• What part of the story do you like best?• What evidence do you have to justify your opinion?• What's the main point in this paragraph?• Can you sum up what happens in these three/four/five... paragraphs?
--	--	---	---



West St Leonards Primary Academy Reading Curriculum Overview



Year 4

Inference	Inference	<ul style="list-style-type: none"> To make inferences about a text which show an awareness of the writer's viewpoint. To confidently draw inferences from reading a text, justifying opinions with evidence from the text. To make connections between texts in terms of plot, similar characters and same author. To use inference skills to obtain a deeper understanding of a text. To justify my predictions with evidence from the text. To answer questions giving evidence from the text in my response. 	<ul style="list-style-type: none"> Find and copy a group of words which show that... What makes you think that? Which words give you that impression? How do you feel about...? Can you explain why...? I wonder what the writer intended? I wonder why the writer decided to...? What do these words mean and why do you think the author chose them? Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story? Which other author handles time in this way; e.g. flashbacks; dreams? Which stories have openings like this? Do you think this story will develop in the same way? Why did the author choose this setting? Will that influence how the story develops? How is character X like someone you know? Do you think they will react in the same way?
	Prediction		



West St Leonards Primary Academy Reading Curriculum Overview



Year 4

Misconception	<ul style="list-style-type: none"> To compare books that are structured differently and give opinions on how effectively they meet their purpose. To use textual details and examples to support inferences and explanations about a text's meaning. To recognise and discuss some different forms of poetry, explaining how they are different. 	<div data-bbox="1097 359 1579 694" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; color: #e91e63; font-weight: bold;">Change the Context</p> <p style="text-align: center;">He poured the water over himself, savouring the delicious coolness.</p> <p>Look at page 8.</p> <p>Find and copy two different words that show Michael enjoyed the feeling of the cool water.</p> <ol style="list-style-type: none"> 1. <u>he poured the water over</u> <small>water</small> 2. <u>savouring the delicious</u> <small>coolness</small> <p style="text-align: right; font-size: small;">0 1 mark</p> <p style="font-size: x-small; color: #e91e63;">NB. You know that a high proportion of children wrote more than one word for each point after reviewing the answers the previous day.</p> </div> <ul style="list-style-type: none"> Analysis of incorrect answer. What is incorrect about this answer? (1 mark) Misconceptions will stem from AfL. 	<div data-bbox="1601 335 2049 702" style="border: 1px solid black; padding: 5px;"> <p style="font-size: x-small;">Look at the paragraph beginning: Maria led Oliver...</p> <p>(a) Why did Oliver find it difficult to read the inscription on the monument?</p> <p style="text-align: center; color: #008000; font-style: italic;">Because it was all tangled up.</p> <p style="font-size: x-small;">Maria led Oliver across the tangled ground to the hidden monument. It was a column of marble, weathered and mossy with age. A delicate crown sat at the top, and an inscription was carved into a flat slab at the base. Oliver used his thumbnail to scrape out the letters that were cut into it.</p> <p style="font-size: x-small;">Chris gave the answer above. Explain why he is not correct.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> </div>
----------------------	---	--	--



West St Leonards Primary Academy Reading Curriculum Overview



Year 4

Explanation	<p>Word meaning (vocabulary)</p> <p>Comparing & Contrasting</p> <p>Authorial Intent</p>	<ul style="list-style-type: none"> • To compare books that are structured differently and give opinions on how effectively they meet their purpose. • To use textual details and examples to support inferences and explanations about a text's meaning. • To recognise and discuss some different forms of poetry, explaining how they are different. 	<ul style="list-style-type: none"> • Explain why a character did something. • Explain a character's different/changing feelings throughout a story. How do you know? • What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...? • Find and highlight the word that is closest in meaning to..... • What is similar/different about two characters? • Why is 'x' (character/setting/event) important in the story? • What is the story (theme) underneath the story? Does this story have a moral or a message? • Why is the text arranged in this way? (non-fiction/fiction) • What structures has the author used? (fiction and non-fiction) • Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information? • How does the title/layout encourage you to read on/find information? • Where does it tell you that...? • Why has the writer written/organised the text in this way? • In what ways do the illustrations support the instructions? • How could these instructions/information/illustrations be improved? • Who do you think this information is for? • What does the word 'x' tell you about 'y'? • Find two or three ways that the writer tells you 'x'. • What does this... word/phrase/sentence... tell you about... character/setting/mood etc? • The mood of the character changes throughout the text. Find and copy the phrases which show this.
-------------	---	---	--



West St Leonards Primary Academy Reading Curriculum Overview



Year 4

- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- What effect does the author's point of view have on the audience?
- Which words and phrases the reader effectively?
- Which section was the most interesting/exciting and how has this continued across the text?

	Term 1 Topic: Survival	Term 2 Topic: Dragons	Term 3 Topic: Rotten Romans	Term 4 Topic: Diverse People Unite (South Africa)	Term 5 Topic: Iceberg Ahead	Term 6 Topic: Save our Oceans
Week 1 Retrieval	Strand: Retrieval Objective: To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information. Text: Bear Grylls story	Strand: Understanding Objective: To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information. Text: The Komodo Dragons	Strand: Retrieval Objective: To accurately retell a range of stories, including phrases straight from the text showing familiarity and understanding through appropriate detail. Text: Gladiator Boy	Strand: Understanding Objective: To identify relevant points from the text when discussing parts of the text, characters, events within it. Text: Journey to Jo'burg	Strand: Sequencing Objective: To accurately retell a range of stories, including phrases straight from the text showing familiarity and understanding through appropriate detail. Text: Kaspar Prince of Cats	Strand: Word meaning Objective: To identify relevant points from the text when discussing parts of the text, characters, events within it. Text: The Adventures of a Plastic Bottle



West St Leonards Primary Academy Reading Curriculum Overview



Year 4

<p>Week 2 Inference</p>	<p>Strand: Inference Objective: To confidently draw inferences from reading a text, justifying opinions with evidence from the text. Text: Bear Grylls story</p>	<p>Strand: Inference Objective: To confidently draw inferences from reading a text, justifying opinions with evidence from the text. Text: The Komodo Dragons</p>	<p>Strand: Prediction Objective: To justify my predictions with evidence from the text. Text: Gladiator Boy</p>	<p>Strand: Inference Objective: To use inference skills to obtain a deeper understanding of a text. Text: Journey to Jo'burg</p>	<p>Strand: Inference Objective: To make inferences about a text which show an awareness of the writer's viewpoint. Text: Kaspar Prince of Cats</p>	<p>Strand: Prediction Objective: To answer questions giving evidence from the text in my response. Text: The Adventures of a Plastic Bottle</p>
<p>Week 3 Misconception</p>	<p>Strand: Misconception Objective: To compare books that are structured differently and give opinions on how effectively they meet their purpose. Text: Deadly 60</p>	<p>Strand: Misconceptions Objective: To use textual details and examples to support inferences and explanations about a text's meaning. Text: The Boy who Grew Dragons</p>	<p>Strand: Misconception Objective: To use textual details and examples to support inferences and explanations about a text's meaning. Text: Gladiator Boy</p>	<p>Strand: Misconception Objective: To use textual details and examples to support inferences and explanations about a text's meaning. Text: Journey to Jo'burg</p>	<p>Strand: Misconception Objective: To compare books that are structured differently and give opinions on how effectively they meet their purpose. Text: Kaspar Prince of Cats</p>	<p>Strand: Misconception Objective: To use textual details and examples to support inferences and explanations about a text's meaning. Text: The Adventures of a Plastic Bottle</p>
<p>Week 4 Explanation</p>	<p>Strand: Comparing and Contrasting Objective: To compare books that are structured differently and give opinions on how effectively they meet their purpose. Text: Deadly 60</p>	<p>Strand: Word meaning Objective: To use textual details and examples to support inferences and explanations about a text's meaning. Text: The Boy who Grew Dragons</p>	<p>Strand: Word meaning (vocabulary) Objective: To use textual details and examples to support inferences and explanations about a text's meaning. Text: Gladiator Boy</p>	<p>Strand: Authorial intent Objective: To compare books that are structured differently and give opinions on how effectively they meet their purpose. Text: Journey to Jo'burg</p>	<p>Strand: Word meaning Objective: To use textual details and examples to support inferences and explanations about a text's meaning. Text: Kaspar Prince of Cats</p>	<p>Strand: Comparing and contrasting Objective: To recognise and discuss some different forms of poetry, explaining how they are different. Text: Poetry Plastic (W)RaP</p>



West St Leonards Primary Academy Reading Curriculum Overview



Year 4

Week 5 Retrieval	Strand: Retrieval Objective: To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information. Text: Deadly 60	Strand: Sequencing Objective: To summarise the main points of a whole text, identifying and explaining the overall effect of the text on the reader and how this is achieved. Text: The Boy who Grew Dragons	Strand: Sequencing Objective: To summarise the main points of a whole text, identifying and explaining the overall effect of the text on the reader and how this is achieved. Text: Gladiator Boy	Strand: Summarising Objective: To summarise the main points of a whole text, identifying and explaining the overall effect of the text on the reader and how this is achieved. Text: Journey to Jo'burg	Strand : Understanding Objective: To identify relevant points from the text when discussing parts of the text, characters, events within it. Text: Kaspar Prince of Cats	Strand: Retrieval Objective: To identify relevant points from the text when discussing parts of the text, characters, events within it. Text: Poetry A Plastic Poem
Week 6 Inference	Strand: Inference Objective: To make connections between texts in terms of plot, similar characters and same author. Text: Deadly 60	Strand: Prediction Objective: To justify my predictions with evidence from the text. Text: The Boy who Grew Dragons	Strand: Inference Objective: To make inferences about a text which show an awareness of the writer's viewpoint. Text: Gladiator Boy	Strand: Prediction Objective: To make inferences about a text which show an awareness of the writer's viewpoint. Text: Journey to Jo'burg	Strand: Prediction Objective: To justify my predictions with evidence from the text. Text: Kaspar Prince of Cats	Strand: Prediction Objective: To justify my predictions with evidence from the text. Text: Non-fiction text Problems with Plastic
	Term 1 & 2		Term 3 & 4		Term 5 & 6	
Retrieval	<ul style="list-style-type: none"> To identify relevant points from the text to answer questions about the text. To retrieve and record information from nonfiction texts. To retell the main events of a wide range of stories. 		<ul style="list-style-type: none"> To use specific features of non-fiction texts to help me answer questions found in the text. To retrieve and record information from non-fiction texts using conventions such as indexes, contents page and glossaries. To draw the main ideas from more than one paragraph and can summarise these ideas. To summarise a text using the key points. To retell a wide range of stories, providing detail which is interesting and appropriate. 		<ul style="list-style-type: none"> To identify relevant points from the text when discussing parts of the text, characters, events within it. To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information. To summarise the main points of a whole text, identifying and explaining the overall effect of the text on the reader and how this is achieved. To accurately retell a range of stories, including phrases straight from the text showing familiarity and understanding through appropriate detail. 	



West St Leonards Primary Academy Reading Curriculum Overview



Year 4

Inference	<ul style="list-style-type: none"> To check that a text makes sense to me. To draw inferences from reading a text. To ask questions to improve my understanding of a text. To answer simple inference questions appropriately. 	<ul style="list-style-type: none"> To check that a text makes sense to me and discuss my understanding in a good amount of depth, referring to the text as appropriate. To draw inferences from reading a text, returning to the text to support my opinions. To answer inference questions based on characters' feelings, thoughts and motives. To make well-considered predictions. To justify and explain my predictions of what may happen next by using details that are stated and implied. 	<ul style="list-style-type: none"> To make inferences about a text which show an awareness of the writer's viewpoint. To confidently draw inferences from reading a text, justifying opinions with evidence from the text. To make connections between texts in terms of plot, similar characters and same author... To use inference skills to obtain a deeper understanding of a text. To justify my predictions with evidence from the text. To answer questions giving evidence from the text in my response.
Misconception	<ul style="list-style-type: none"> To comment on a text, supporting my comments with relevant textual reference or quotations. To explain how books I have read are structured differently, recognising different features of a variety of texts. 	<ul style="list-style-type: none"> To justify my inferences and explain them using evidence from the text. To explain how books I have read are structured differently, discussing how structure has changed to suit the purpose of the text. 	<ul style="list-style-type: none"> To compare books that are structured differently and give opinions on how effectively they meet their purpose. To use textual details and examples to support inferences and explanations about a text's meaning. To recognise and discuss some different forms of poetry, explaining how they are different.
Explanation	<ul style="list-style-type: none"> To comment on a text, supporting my comments with relevant textual reference or quotations. To explain how books I have read are structured differently, recognising different features of a variety of texts. 	<ul style="list-style-type: none"> To justify my inferences and explain them using evidence from the text. To explain how books I have read are structured differently, discussing how structure has changed to suit the purpose of the text. 	<ul style="list-style-type: none"> To compare books that are structured differently and give opinions on how effectively they meet their purpose. To use textual details and examples to support inferences and explanations about a text's meaning. To recognise and discuss some different forms of poetry, explaining how they are different.