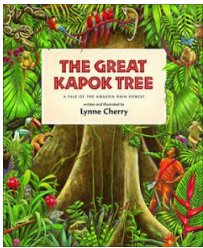
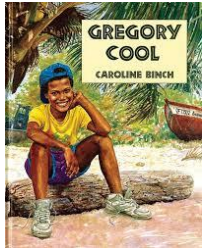
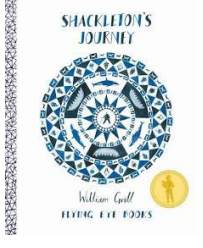
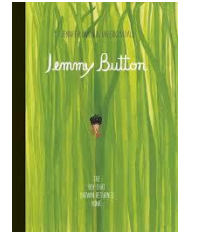

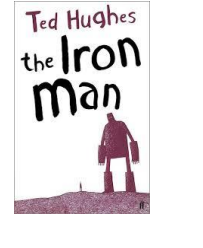




Reading Curriculum – Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Core Texts (linked with CLPE writing units).</p>	 <p>The Great Kapok Tree by Lynne Cherry.</p>	 <p>Gregory Cool by Caroline Binch.</p>	 <p>Shackleton's Journey by William Grill.</p>	 <p>Jemmy Button by Jennifer Uman and Valerio Vidali.</p>	 <p>Michael Rosen's Big Book Bad Things by Michael Rosen.</p>	 <p>The Iron Man by Ted Hughes.</p>
<p>Additional texts.</p> <p>Fiction. Non-fiction. Poetry. Diverse and Inclusive text.</p>	<p>The Brilliant World of Tom Gates by Liz Pichon.</p> <p><u>Scissors by Allan Ahlberg.</u></p>	<p>The Dog that Saved Christmas by Nicola Davies and Mike Byrne.</p> <p><u>The World by Kate Ruttie.</u></p>	<p>The Last Firefox by Lee Newbury and Laura Catalan.</p> <p>The Incredible Book Eating Boy by Oliver Jeffers.</p>	<p>A Street through time by DK and Steve Noon.</p> <p><u>The Spirit of Place by Richard Brown.</u></p>	<p>The Lost Homework by Richard O'Neill and Kirsti Beautyman</p> <p><u>Robots in films and TV programmes - Cracking comprehension.</u></p>	<p>Ninja Kid by Anh Do.</p> <p><u>Hot Food by Michael Rosen.</u></p>

Decode / word-reading
phonics, tricky words, alphabet, use of dictionary.

	Consolidate: To read a wide range of exception words (Year 3 – 4 list and similar) with support.	Introduce: To begin to read a wide range of exception words (Year 3 – 4 list and similar) with occasional support.	Practise: To read a wide range of exception words (Year 3 – 4 list and similar) with occasional support.	Develop: To read a limited amount of year 3 and 4 common exceptions words with more independence.	Embed: confidently read the year 3 and 4 common exception words with increasing independence.
	Consolidate: Application of growing knowledge of morphology, both to read aloud and understand the meaning of new words they meet.	Introduce: Introduce unfamiliar prefixes, suffixes and root words. Use growing knowledge of morphology to read unfamiliar words, with support.	Practise: New prefixes, suffixes and root words. Use growing knowledge of morphology to read unfamiliar words.	Develop: Apply growing knowledge of prefixes, suffixes and root words. Use growing knowledge of morphology and etymology to read unfamiliar words.	Embed: Apply growing knowledge of prefixes, suffixes and root words. Use knowledge of morphology and etymology to read unfamiliar words independently.

Comprehend, locate and retrieve:
vocabulary, characters, settings, events, information, justify using text – content domains 2B and 1A/2A

	Consolidate: To check the accuracy of what the children are reading by reading around the words and phrases they find.	Introduce: Retrieve key details working across a wider range of text types with growing familiarity with support.	Practise: Retrieve key details within texts of increasing length with occasional support.	Develop: To develop retrieval skills within more comprehensive texts to retrieve information across the whole text as well as at a local level with more independence.	Embed: To develop retrieval skills within more comprehensive texts to retrieve information across the whole text as well as at a local level independently.
	Consolidate: To locate and discuss words and phrases that they find interesting with support.	Introduce: Begin to skim a whole text first to select which paragraph or section of text an answer may be located with support.	Practise: To skim a whole text first to select which paragraph or section of text an answer may be located with occasional support.	Develop: To skim a whole text first to select which paragraph or section of text an answer may be located with more independence.	Embed: To skim a whole text first to select which paragraph or section of text an answer may be located independently

	Practise: To scan a paragraph or section identified by skimming to retrieve the information required with support.	Practise: To scan a paragraph or section identified by skimming to retrieve the information required with occasional support.	Develop: To scan a paragraph or section to retrieve the information required using the text to support their answer where necessary with support.	Develop: To scan a paragraph or section to retrieve the information required using the text to support their answer where necessary with more independence.	Embed: To scan a paragraph or section to retrieve the information required using the text to support their answer where necessary independently.
Inferential understanding: prediction, sequencing events, summary, nuanced vocabulary – content domain 2D and 1A/2A					
	Consolidate: Drawing inferences such as inferring characters' feelings, thoughts and motives for their actions with support.	Introduce: To identify themes across a text drawing inferences such as inferring characters' feelings, thoughts and motives for their actions with support.	Practise: To identify themes across a text drawing inferences such as inferring characters' feelings, thoughts and motives for their actions; <i>justifying their inferences with textual evidence with support.</i>	Develop: To identify themes across a text drawing inferences such as inferring characters' feelings, thoughts and motives for their actions; justifying their inferences with textual evidence with growing independence.	Embed: To draw inferences independently justifying with textual evidence independently.
	Introduce: To use dictionaries to define new vocabulary with support.	Practise: To use dictionaries to define new vocabulary with occasional support.	Practise: To use dictionaries to define new vocabulary with greater independence.	Develop: To use dictionaries to define new vocabulary and discussing and explaining words and phrases to explore meanings and context with occasional support.	Embed: To use dictionaries to define new vocabulary and discussing and explaining words and phrases to explore meanings and context with growing independence.
	Introduce: To begin to predict what might happen from implied details with support.	Practise: To make predictions from implied details with occasional support.	Practise: To make predictions from implied details with growing independence.	Develop: to make predictions from implied details, using evidence to support their reasoning with occasional support.	Embed: make predictions from implied details, using evidence to support their reasoning with growing independence.

Respond to text:

evaluation, response to author, authorial effect and intent, effect of vocabulary – content domains 2F, 2G, 2H and 1A/2A

Maintain positive attitudes to reading texts structured in different ways for a range of purposes.

	Introduce: To build a positive attitude to reading by listening to and discussing a wide range of genres with scaffolding and support.	Practise: To build a positive attitude to reading by listening to and discussing a wide range of genres with scaffolding and support.	Practise: To build a positive attitude to reading by listening to and discussing a wide range of genres with adults and peers with occasional support.	Develop: To build a positive attitude to reading by listening to and discussing a wide range of genres with adults and peers with growing independence.	Embed: To build a positive attitude to reading by listening to and discussing a wide range of genres with adults independently.
	Introduce: To begin to increase familiarity with texts across a range of genres with support	Practise: To increase familiarity with texts across a range of genres with occasional support.	Develop: To increase familiarity with texts across a range of genres and begin to retell some of these orally with support.	Develop: To increase familiarity with texts across a range of genres and retell some of these orally with occasional support.	Embed: To increase familiarity with texts across a range of genres and retell these orally.
	Consolidate: To discuss words and phrases that capture their interest.	Introduce: To begin to locate and discuss words and phrases that they find interesting with support.	Practise: To locate and discuss words and phrases that they find interesting with occasional support.	Develop: With increasing awareness of authorial choice, discuss words and phrases which capture their interest with increasing independence.	Embed: With increasing awareness of authorial choice, discuss words and phrases which capture their interest.
	Consolidate: Begin to identify how language, structure and presentation contribute to meaning.	Introduce: Begin to identify how language, paragraph structure and layout contribute to meaning with support.	Practise: To identify how language, paragraph structure and layout contribute to meaning with support.	Develop: To identify how language, paragraph structure and layout contribute to meaning and begin to identify genres associated with these with support.	Embed: With increasing confidence identify how language, paragraph structure and layout contribute to meaning and begin to identify genres associated with these with growing independence.

<u>Fluency and phrasing:</u> reading at 90% accuracy without overt segmenting and blending, automaticity, phrasing appropriate to meaning					
	Introduce: To begin to read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words (Year 3-4 spelling list) with support.	Practise: To read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words (Year 3-4 spelling list) with occasional support.	Develop: To read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words (Year 3-4 spelling list) with growing independence.	Embed: To read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words (Year 3-4 spelling list) independently.	
	Introduce: With support, notice where commas create phrasing within sentences.	Practise: To notice where commas create phrasing within sentences to assist in reading with expression with support.	Practise: To notice where commas create phrasing within sentences to assist in reading with expression with increasing independence.	Develop: To notice where commas create phrasing within sentences to assist in reading with expression and to begin using the punctuation to support meaning with occasional support.	Embed: To notice where commas create phrasing within sentences to assist in reading with expression and to begin using the punctuation to support meaning.