

## English Reading Skills and Coverage – Year 4

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Texts Covered in English Units:</b> How to Train Your Dragon by Cressida Cowell</p> <p><b>Texts Covered in Class Novels:</b></p>	<p><b>Texts Covered in English Units:</b> The Princess and the Pea The Pied Piper of Hamelin</p> <p><b>Texts Covered in Class Novels:</b> The Giraffe, the Pelly and me by Roald Dahl</p>	<p><b>Texts Covered in English Units:</b> Bill’s new frock by Anne Fine.</p> <p><b>Texts Covered in Class Novels:</b> 1066: I was there by Jim Eldridge</p>	<p><b>Texts Covered in English Units:</b></p> <p><b>Texts Covered in Class Novels:</b> Demon Dentist by David Walliams</p>	<p><b>Texts Covered in English Units:</b> The Mousehole Cat by Antonia Barber Water Dance by Thomas Locker</p> <p><b>Texts Covered in Class Novels:</b> A River by Marc Martin</p>	<p><b>Texts Covered in English Units:</b> The Classic Tales of Brer Rabbit by Joel Chandler Harris. The Brer Rabbit Collection by Enid Blyton.</p> <p><b>Texts Covered in Class Novels:</b> Charlotte’s Web by E.B.White</p>
<p><b>Genres Covered:</b> Stories with fantast settings Explanation texts Film and playscripts</p>	<p><b>Genres Covered:</b> Classic poetry Fairy tales Recounts: Newspaper reports</p>	<p><b>Genres Covered:</b> Stories with issues and dilemmas Persuasion</p>	<p><b>Genres Covered:</b> Novel as a theme Non- chronological reports</p>	<p><b>Genres Covered:</b> Stories with a Theme Poems with a Structure Information Booklets</p>	<p><b>Genres Covered:</b> Debate Poems on a theme Folk tales</p>
<p><b>Skills Taught:</b> <b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ Read books at an age appropriate interest level.</li> <li>▪ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below.</li> <li>▪ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i></li> <li>▪ Regularly listen to whole novels read aloud by the teacher.</li> <li>▪ Use dictionaries to check meanings of words in the texts that they read.</li> <li>▪ Make predictions based on information stated and implied.</li> <li>▪ Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>▪ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.</li> <li>▪ Develop, agree on and evaluate rules for effective discussion.</li> <li>▪ Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.</li> <li>▪ Listen to, read and discuss a range of explanation texts.</li> <li>▪ Analyse and evaluate texts looking at language, structure and presentation.</li> </ul>	<p><b>Skills Taught:</b> <b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ Read books at an age appropriate interest level.</li> <li>▪ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - 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<ul style="list-style-type: none"> <li>Analyse and evaluate how specific information is organised within an explanation text.</li> <li>Explain how paragraphs are used to order an explanation text.</li> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</li> <li>Demonstrate active reading strategies e.g. generate questions, find answers, refine thinking, modify questions, and construct images.</li> <li>Listening to, reading and discussing a range of plays.</li> <li>Analysing and evaluate texts looking at language, structure and presentation.</li> <li>Preparing playscripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to, read and discuss a classic narrative poem.</li> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.</li> <li>Demonstrate active reading strategies e.g. generating questions, finding answers, constructing images.</li> <li>Prepare a poem to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Learn a poem by heart and rehearse for performance.</li> <li>Read books and texts for a range of purposes and respond in a variety of ways.</li> <li>Listen to, read and discuss a range of newspapers in print and on screen.</li> <li>Demonstrate active reading strategies e.g. <i>generating questions, finding answers</i>.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Analyse and evaluate how specific information is organised within a newspaper text.</li> <li>Navigate texts to locate and retrieve information in print and on screen.</li> <li>Explain how paragraphs are used to order ideas, and how they are linked.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking.</li> <li>Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because 1/2/3 reasons</i>.</li> <li>Use suffixes to understand meanings, e.g. <i>-tion, -sion</i>.</li> <li>Listen to, read and discuss a range of persuasion in different forms e.g. <i>advertisements, leaflets in print and on screen</i>.</li> <li>Identify key points from the text using point and evidence.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.</li> <li>Analyse and evaluate how specific information is organised within a persuasive text.</li> <li>Navigate texts to locate and retrieve information in print and on screen.</li> </ul>	<ul style="list-style-type: none"> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Read books for a range of purposes and respond in a variety of ways.</li> <li>Retell a range of stories.</li> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>.</li> <li>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because... 1/2/3 reasons</i>.</li> <li>Analyse and compare a range of plot structures.</li> <li>Listen to, read and discuss a range of non-fiction in different forms e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts</i>.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>Clitheroe Castle is a worthwhile place to visit because... 1/2/3 reasons across a text</i>.</li> <li>Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>Scan for dates, numbers and names.</li> <li>Navigate texts to locate and retrieve information in print and on screen.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate active reading strategies e.g. <i>generating questions, finding answers, refining thinking, modifying questions, constructing images</i>.</li> <li>Use suffixes to understand meanings e.g. <i>-sion, -cian</i>.</li> <li>Listen to, read and discuss poetry in different forms.</li> <li>Analyse different forms of poetry e.g. <i>haiku, limericks, kennings</i>.</li> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>.</li> <li>Learn a range of poems by heart and rehearsing for performance.</li> <li>Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Use prefixes to understand meanings e.g. <i>sub-, inter-</i>.</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Listen to, read and discuss a range of non-fiction in different forms e.g., <i>brochures, leaflets, electronic texts</i>.</li> <li>Read books and texts for a range of purposes and respond in a variety of ways.</li> <li>Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>Scan for dates, numbers and names.</li> <li>Explain how paragraphs are used to order ideas, and how they are linked.</li> <li>Navigate texts to locate and retrieve information in print and on screen.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Analyse and compare a range of plot structures.</li> <li>Retell a range of stories, including less familiar fairy stories, myths and legends.</li> <li>Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals</i>.</li> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>.</li> <li>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because... 1/2/3 reasons</i>.</li> <li>Use knowledge of root words to understand meanings of words.</li> <li>How specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>Explain how paragraphs are used to order or build up ideas, and how they are linked.</li> <li>Navigate texts to locate and retrieve information in print and on screen.</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Listen to, read and discuss a range of poetry.</li> <li>Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul>
<p><b>Writing Outcomes:</b> Discuss key events within a narrative. Identify and use verbs, adjectives and adverbs. Write a narrative, organised into paragraphs, which includes:</p> <ul style="list-style-type: none"> <li>Noun phrases.</li> <li>Fronted adverbials for when.</li> </ul> <p>Inverted commas to punctuate speech. Develop ideas for a new narrative and organise into a plot pattern structure Write an explanation text which includes:</p> <ul style="list-style-type: none"> <li>Complex sentences using <i>if, so, because, when</i>.</li> <li>Connectives – time and causal.</li> <li>Appropriate technical vocabulary.</li> </ul>	<p><b>Writing Outcomes:</b> Raise and answer questions. Identify the characters, setting and events, and predict further. Identify and clarify new vocabulary. Predict events and character behaviour. Identify a point and back up their thinking with evidence from a text. Infer character thoughts, feelings and speech. Retell using key points. Discuss themes using evidence from the text. Identify key events in a fairy tale and create a plot pattern. Generate ideas for a new tale.</p>	<p><b>Writing Outcomes:</b></p>	<p><b>Writing Outcomes:</b></p>	<p><b>Writing Outcomes:</b></p>	<p><b>Writing Outcomes:</b></p>

<p>- Sequenced steps.</p> <p>Compare film and script versions of a text. Read play scripts and discuss what characters are thinking and feeling.</p> <p>Use appropriate intonation and expression when performing a script.</p> <p>Identify the specific features of play scripts. Convert dialogue from a story in to a play script.</p> <p>Use appropriate conventions to write their play script.</p>	<p>Say what new characters are thinking, saying and feeling to add details to a plan. Develop use of speech for use in the new tale.</p> <p>Write a story, based on a model, which includes:</p> <ul style="list-style-type: none"> <li>- Appropriate use of fronted adverbials for 'where'.</li> <li>- Use of speech using inverted commas.</li> </ul> <p>Features of the fairy tale genre.</p>				
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