

Year 4 Reading Medium-Term Plan

Autumn 1	Objectives covered
<p>Week 1 (2 days) Reading assessments</p>	<p>N/A</p>
<p>Week 2 and 3 Ancient Greek Gods and Goddesses</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • identifying themes and conventions in a wide range of books • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
<p>Week 4 A range of non- chronological reports</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • identifying themes and conventions in a wide range of books



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<p>Week 5, 6 and 7 Leo and the Gorgon's Curse</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading Comprehension: Pupils should be taught to:</p> <p>-develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">• using dictionaries to check the meaning of words that they have read• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• identifying themes and conventions in a wide range of books• discussing words and phrases that capture the reader's interest and imagination <p>-understand what they read, in books they can read independently by:</p> <ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• asking questions to improve their understanding of a text• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied



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<p>Week 8 A range of poetry</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading Comprehension: Pupils should be taught to:</p> <p>-develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• discussing words and phrases that capture the reader's interest and imagination• recognising some different forms of poetry [for example, free verse, narrative poetry] <p>-understand what they read, in books they can read independently by:</p> <ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• asking questions to improve their understanding of a text
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Autumn 2	Objectives covered
<p>Week 1 A range of personal recounts</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading Comprehension: Pupils should be taught to:</p>



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	<p>-develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• using dictionaries to check the meaning of words that they have read <p>-understand what they read, in books they can read independently by:</p> <ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• asking questions to improve their understanding of a text
<p>Week 2-7 The Worst Witch</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• discussing words and phrases that capture the reader's interest and imagination• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• identifying themes and conventions in a wide range of books

<p>Spring 1</p>	<p>Objectives covered</p>
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<p>Week 1, 2 and 3</p> <p>Surviving Vesuvius</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading Comprehension: Pupils should be taught to:</p> <p>-develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• using dictionaries to check the meaning of words that they have read <p>-understand what they read, in books they can read independently by:</p> <ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• asking questions to improve their understanding of a text
<p>Weeks 4, 5 and 6</p> <p>So, you think you've got it bad? A kid's life in Ancient Rome</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• discussing words and phrases that capture the reader's interest and imagination



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	<ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• asking questions to improve their understanding of a text• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied
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Spring 2	Objectives covered
Weeks 1-5 Crater Lake	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading Comprehension: Pupils should be taught to:</p> <p>-develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">• identifying themes and conventions in a wide range of books• discussing words and phrases that capture the reader's interest and imagination <p>-understand what they read, in books they can read independently by:</p> <ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• asking questions to improve their understanding of a text• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied



Summer 1	Objectives covered
<p>Week 1-5 Shackleton's Journey</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• asking questions to improve their understanding of a text• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• using dictionaries to check the meaning of words that they have read• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• identifying themes and conventions in a wide range of books
<p>Week 6 and 7 A range of free verse poetry</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action



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	<ul style="list-style-type: none"> • recognising some different forms of poetry [for example, free verse, narrative poetry] • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
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Summer 2	Objectives covered
Weeks 1-7 The Lion, The Witch and The Wardrobe	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Reading Comprehension: Pupils should be taught to:</p> <p>-develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • discussing words and phrases that capture the reader's interest and imagination <p>-understand what they read, in books they can read independently by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text



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- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

National Curriculum Objectives

Word Reading:

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading Comprehension:

Pupils should be taught to:

-develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

-understand what they read, in books they can read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text



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- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied