

## Year 4 Reading Skills: Medium Term Plan

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<b>Vocabulary</b>	All texts					
<b>Background knowledge</b>	All texts					
<b>Monitoring Understanding</b>	All texts					
<b>Fluency</b>						
<b>Retrieval</b>						
<b>Inference</b>						
<b>Summary</b>						
<b>Prediction</b>						
<b>Analysis – close read</b>						
<b>Comparison</b>	 			 		
<b>Connection</b>						
<b>Empathy</b>			 			

Term 1	Text	Skills
Week 1	Leon and the Place Between	Vocabulary – author choice
Week 2		Creating an atmosphere of suspense
Week 3	Atlas of Adventures	Front cover – prediction Retrieval (Contents and Index)
Week 4		Background knowledge (Chichen Itza)
Week 5		Vocabulary Retrieval (Chichen Itza)
Week 6		Comparison and preferences - Big Picture Atlas
Week 7	Poetry	Fluency <ul style="list-style-type: none"> <li>- Intonation, emphasis and expression</li> <li>- Phrasing</li> </ul>

Term 2	Text	Skills
Week 1	Poetry	Fluency
Week 2		<ul style="list-style-type: none"> <li>- Intonation, emphasis and expression</li> <li>- Phrasing</li> </ul> Comprehension monitoring – root words.
Week 3	David	Retrieval
Week 4	Baddiel	Inference
Week 5		
Week 6	Dudley	Retrieval – adjectives, verbs, adverbs
Week 7		Text organisation

Term 3	Text	Skills
Week 1	Red Alert	Background knowledge
Week 2		Retrieval
Week 3		
Week 4	Zoo	Reading with expression
Week 5		Inference and author's choice
Week 6	Stitch head	
Week 7		Inference Empathy

<b>Word reading</b>		<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>
<b>Understanding</b>		<p><i>Pupils should be taught to:</i></p> <p><i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p>
	<b>Range of texts</b>	<ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- explaining the meaning of words in context (understanding)</li> </ul>
	<b>Themes and conventions</b>	<ul style="list-style-type: none"> <li>- identifying themes and conventions in a wide range of books</li> </ul>
	<b>Learning and performing</b>	<ul style="list-style-type: none"> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>
		<p><i>Pupils should be taught to:</i></p> <p><i>understand what they read, in books they can read independently, by:</i></p>
	<b>Monitoring and developing understanding</b>	<ul style="list-style-type: none"> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul>
	<b>Questioning</b>	<ul style="list-style-type: none"> <li>- asking questions to improve their understanding of a text</li> </ul>
	<b>Inferring</b>	<ul style="list-style-type: none"> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
	<b>Predicting</b>	<ul style="list-style-type: none"> <li>- predicting what might happen from details stated and implied</li> </ul>
	<b>Summarising</b>	<ul style="list-style-type: none"> <li>- identifying main ideas drawn from more than one paragraph and summarising these</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> </ul>
		<p><i>Pupils should be taught to:</i></p>
	<b>Discussion, explanation, viewpoint</b>	<ul style="list-style-type: none"> <li>- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>
<b>Non-fiction</b>	<ul style="list-style-type: none"> <li>- retrieve and record information from non-fiction</li> </ul>	