



Year 4 Reading Medium Term Plan



	Theme	Genre	NC Learning Objectives	VIPERS SKILLS
Aut 1	Law and Order	Poetry -Repetition poem	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context using dictionaries to check the meaning of words that they have read discussing words and phrases that capture the reader's interest and imagination listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks recognising some different forms of poetry [for example, free verse, narrative poetry] 	<p>Retrieval focus</p> <ul style="list-style-type: none"> Use a range of text organisational features to quickly navigate a text and locate information Confidently skim and scan texts to find specific information Make precise selections when retrieving information Use relevant quotes to support their answers to questions Retrieve and record information from a fiction or non-fiction text. <p>Vocabulary- ongoing</p> <ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read Use a thesaurus to find synonyms Discuss why words have been chosen and the effect these have on the reader Explain how words can capture the interest of the reader Discuss new and unusual vocabulary and clarify the meaning of these words Find the meaning of new words using the context of the sentence
		<i>Descriptive setting using visual stimulus</i>	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	

Areas identified by PiXL Assessments - individual, group and whole class level will offer targeted therapies



Aut 2	Come Fly with Me- Africa	Newspaper report- <i>Escaped animal from Woburn Safari</i>	<ul style="list-style-type: none">• discussing words and phrases that capture the reader's interest and imagination• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• identifying main ideas drawn from more than 1 paragraph and summarising these• asking questions to improve their understanding of a text	Prediction focus <ul style="list-style-type: none">• Justify predictions using evidence from the text• Use relevant prior knowledge as well as details from the text to form predictions and to justify them• Monitor these predictions and compare them with the text as they read on
		Adventure story <i>-African adventure- The Hunter</i>	<ul style="list-style-type: none">• discussing words and phrases that capture the reader's interest and imagination• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• asking questions to improve their understanding of a text	Inference focus <ul style="list-style-type: none">• Draw inferences from character's feelings, thoughts and motives that justifies their actions.• Consolidate the skill of justifying their inferences using a specific reference point in the text• Use more than one piece of evidence to justify their answer• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (<i>I know this because questions</i>)

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Spr 1	Lightning Speed	Recount- <i>The Lost Thing</i>	<ul style="list-style-type: none">• discussing words and phrases that capture the reader's interest and imagination• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• asking questions to improve their understanding of a text	Inference focus <ul style="list-style-type: none">• Draw inferences from character's feelings, thoughts and motives that justifies their actions.• Consolidate the skill of justifying their inferences using a specific reference point in the text• Use more than one piece of evidence to justify their answer• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (<i>I know this because questions</i>)
		Persuasive text-Letter related to <i>The Lost Thing</i>	<ul style="list-style-type: none">• discussing words and phrases that capture the reader's interest and imagination	

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Spr 2	Rocky The Findosaur -Rocks and soils	Poetry <i>-Inchcape Rock</i>	<ul style="list-style-type: none">• discussing words and phrases that capture the reader's interest and imagination• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• recognising some different forms of poetry [for example, free verse, narrative poetry]• 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	Explain focus: <ul style="list-style-type: none">• Discuss words and phrases that capture the reader's interest and imagination• Identifying how language, structure, and presentation contribute to meaning• Recognise authorial choices and the purpose of these• Identify themes and conventions in a wide range of books
		Diary <i>Lighthouse Keeper</i>	<ul style="list-style-type: none">• discussing words and phrases that capture the reader's interest and imagination• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	
		Letter writing	<ul style="list-style-type: none">• discussing words and phrases that capture the reader's interest and imagination• predicting what might happen from details stated and implied	

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Sum 1	Under Attack -Romans, Saxons, Vikings	Narrative/Legends - <i>Beowulf</i>	<ul style="list-style-type: none">• discussing words and phrases that capture the reader's interest and imagination• 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• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• asking questions to improve their understanding of a text	Summarise focus/Sequence focus SEQUENCE <ul style="list-style-type: none">• Recall and sequence the main events from a text• Discuss the sequence of events in books and how items of information are related, and begin to consider non-linear texts SUMMARISE <ul style="list-style-type: none">• Identify important information to write a brief summary of main points• Identifying main ideas (gist) drawn from more than one paragraph and to summarise these drawing on the key details from within the text• Identify themes from a wide range of books• Summarise whole paragraphs, chapters or texts• Highlight key information and record it in bullet points, diagrams, maps etc
		Non chronological report - <i>Dragons</i>	<ul style="list-style-type: none">• asking questions to improve their understanding of a text• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• retrieve and record information from non-fiction	

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Sum 2	Picture our Planet-Scotland and Brazil	Biography -David Attenborough	<ul style="list-style-type: none"> retrieve and record information from non-fiction asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning 	Review- VIPERS Ensure all VIPERS skills have been covered and revisited as necessary Review and revise key reading skills that are areas of weakness for the cohort.
		Information text -Grange Park	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning identifying main ideas drawn from more than 1 paragraph and summarising these retrieve and record information from non-fiction 	

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YEAR 3-4 National Curriculum Objectives- READING

Reading - Word Reading Ongoing NC Objectives covered throughout	Pupils should be taught to: <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 Ongoing NC Objectives covered throughout	Pupils should be taught to: <ul style="list-style-type: none"> develop positive attitudes to reading, and an understanding of what they read, by: reading books that are structured in different ways and reading for a range of purposes identifying themes and conventions in a wide range of books understand what they read, in books they can read independently, by: 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