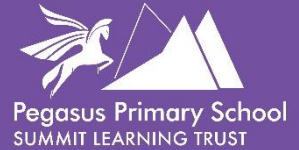


Year 4

NC Fluency Skills:

- 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.



NC Comprehension Skills:

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 English
- 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
 - 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
 - Identifying main ideas drawn from more than one paragraph and summarising these
 - Identifying how language, structure, and presentation contribute to meaning.
-
- Retrieve and record information from non-fiction
 - 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.


NC Non-Statutory Guidance:

- At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.
- When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].
- The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.
- Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.
- Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.
- In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.
- Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Term: Autumn 1	Project title: Potions	Number of weeks: 8
Fiction Texts:	Alice in Wonderland – Lewis Carroll Macbeth – William Shakespeare The Witches – Roald Dahl	
Non-fiction Texts:	Non-fiction texts based upon digestion, solids, liquids and gases. Matter (Moving Up with Science) – Peter Riley Incredible Edibles: A Science Flavoured Cookbook – Stefan Gates What’s Chemistry All About? – Alex Frith and Lisa Gillespie	
Visual Literacy:	Potion Shop: https://www.youtube.com/watch?v=vESEKk1qN98 Harry Potter – Liquid Luck: https://www.youtube.com/watch?v=rmB8ALhdw9I A Prince Something Familiar	
Poetry	Magic – Grace V Tidrow The Magic Box – Kit Wright Double Double Toil and Trouble (The Witches) - Macbeth	



THE MAGIC BOX, by Sir Kingsley
 I will put in the box
 the scorch of a silk worm on a summer night,
 fire from the nostrils of a Chinese dragon,
 the tip of a tongue lashing a lark.
 I will put in the box
 a neonian with a mottling baby
 a slip of the black witch from Lake Lucerne,
 a leaping zarrk from an electric fish.
 I will put into the box
 Three violet w-hites spoken in Gujarati,
 the last yoke of an osseous axle,
 and the first smile of a baby.
 I will put into the box
 a fifth season and a black sun,
 a cowboy on a bronzerick
 and a witch on a white horse.
 My box is fashioned from iron and acid and steel,
 with stars on the lid and secrets in the corners.
 Its hinges are the feeble joints of dinosaurs.
 I shall surf in my box
 as the great high-rolling breakers of the wild Atlantic
 then wash ashore on a yellow beach
 the colour of the sun.

Term: Autumn 2	Project title: Blue Abyss	Number of weeks: 7
Fiction Texts:	Kensuke’s Kingdom – Michael Morpurgo Flotsam – David Weisner Treasure Island – Robert Louis Stevenson Why The Whales Came – Michael Morpurgo	
Non-fiction Texts:	Non-fiction texts about living things under the sea. Under the Sea – Anna Milbourne Ocean – DK Eyewitness Weird Sea Creatures – Erich Hoyt Oceans (National Geographic Kids) – Jonna Rizzo	
Visual Literacy:	A Whale’s Tale - https://www.youtube.com/watch?v=xFPoIU5iiYQ Blue Planet – David Attenborough Journey to the Bottom of the Ocean - https://www.youtube.com/watch?v=LKXvdyNz6L8	
		
Poetry:	The Ocean – Nathaniel Hawthorne Shipwreck – Nick Strong	

	Under The Sea (Poetry Collection) - https://childrens.poetryarchive.org/collections/under-the-sea/
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Term: Spring 1	Project title: I Am Warrior	Number of weeks: 6
Fiction Texts:	The Thieves of Ostia – Caroline Lawrence Roman Diary: The Journey of Iliona – Richard Platt Roodica The Rude – Margaret Ryan (Series) The Usborne Official Roman Soldier’s Handbook – Lesley Sims So You Think You’ve Got It Bad: A Kid’s Life in Ancient Rome – Chae Strathie Marisa Morea	
Non-fiction Texts:	Non-fiction texts about The Romans Boudicca (Famous People, Famous Lives) – Emma Fischel Julius Caesar (Usborne) – Rachel Firth What the Romans Did for Us – Alison Hawes Rotten Romans (Horrible Histories) – Terry Deary	
Visual Literacy:	Horrible Histories – Rotten Romans: https://www.youtube.com/watch?v=6dohpfFPI6U The Roman Empire and its Effect on Britain: https://www.youtube.com/watch?v=3X7D8yz6QFg Boudicca and the Roman Invasion – The Story of Britain: https://www.youtube.com/watch?v=eC7ONgTJGKw A Day in the Life of a Roman Soldier - https://www.youtube.com/watch?v=P5e7cl19Ha0 March to War:	



Poetry:	What the Romans Did for Us - http://www.history-for-kids.com/romans-did.html	
Term: Spring 2	Project title: Misty Mountain Sierra	Number of weeks: 6
Fiction Texts:	Once Upon a Raindrop – James Carter The Rhythm of The Rain – Grahame Baker-Smith The Wild Robot – Peter Brown The Miraculous Journey of Edward Tulane – Kate DiCamillo	
Non-fiction Texts:	Non-fiction texts about Mountains and/or the water cycle Himalayan Mountains (Expedition Diaries) – Simon Chapman Mountains of the World – Dieter Braun The Water Cycle – Alison Milford The Water Cycle at Work – Rebecca Olien	
Visual Literacy:	The Hobbit: To The Misty Mountains - https://www.youtube.com/watch?v=TIHVpi-0rqq Crossing Everest’s Deadly Slopes - https://www.youtube.com/watch?v=q4Kw7GIzCHM The Summoner: https://www.onceuponapicture.co.uk/portfolio_page/the-summoner/ Imminent: https://www.onceuponapicture.co.uk/portfolio_page/imminent/	



Poetry

The Eagle – Alfred Lord Tennyson

The
Mountain
stood so vast and tall,
looking down upon us all.
His snowy peaks glistened like diamonds
in the light, making the beautiful valley shine so bright.
The Mountain wished to be small and green, the tiny hills were
cruel and mean. Until one sunny day, a group of villagers came to stay.
They made their homes from rocks and wood, they planted seeds within the mud.
The village children loved their new home, among the trees where the snow leopards
roam. The misty hills were jealous and mad, and the big old Mountain was no longer sad. For he
realised he would no longer be alone because he was the welcoming Mountain, made from stone.

The Eagle
by Alfred Lord Tennyson



He clasps the crag with hooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

Term: **Summer 1**

Project title: **Traders and Raiders**

Number of weeks: 6

Fiction Texts:

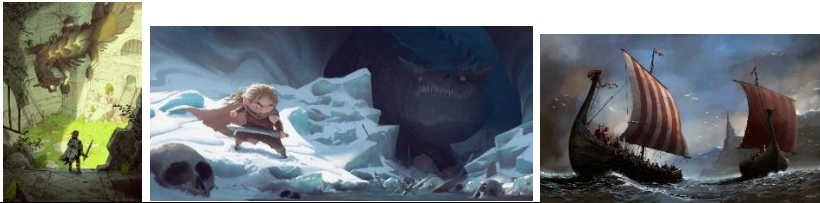
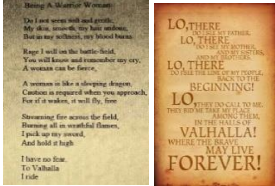
Beowulf – Michael Morpurgo
How to Train your Dragon – Cressida Cowell
The Boy at the Back of the Class – Onjali K Rauf

Non-fiction Texts:

Non-fiction texts about Vikings
Vicious Vikings: Horrible Histories – Terry Dear
Vikings (100 Facts) – Fiona MacDonald and Rupert Matthews
NGK Everything Vikings – National Geographic Kids
The Anglo-Saxons in Britain – Moira Butterfield

Visual Literacy:

Jotun – Journey of a Viking: <https://www.literacyshed.com/jotun.html>
How to Train Your Dragon: <https://www.youtube.com/watch?v=Zuj5doGGM7E>
BBC – Viking Sagas: <https://www.bbc.co.uk/teach/school-radio/english-ks1-english-viking-sagas/zkyqd6f>
Shadow of the Colossus: https://www.onceuponapicture.co.uk/portfolio_page/shadow-of-the-colossus/
Dragon Hunter: https://www.onceuponapicture.co.uk/portfolio_page/dragon-hunter/

	Boats: https://www.onceuponapicture.co.uk/portfolio_page/boats/ 	
Poetry:	History of Vikings – Paul Perro Being a Warrior Woman Lo There, Do I see my Father? 	
Term: Summer 2	Project title: Burps, Bottoms and Bile	Number of weeks: 7
Fiction Texts:	Demon Dentist – David Walliams Varjak Paw – SF Said Dirty Bertie (Loo!, Toothy!, Germs!) – Alan MacDonald	
Non-fiction Texts:	Non-fiction texts about digestion and the human body. Why Do We Eat? – Stephanie Turnbull Blood, Bones and Body Bits (Horrible Science) – Nick Arnold Disgusting Digestion (Horrible Science) – Nick Arnold You Wouldn't Want to Live Without Toilets! – Fiona MacDonald You Wouldn't Want to Live Without Poo! – Alex Woolf Your Growling Guts and Dynamic Digestive System (Your Brilliant Body) – Paul Mason Healthy Eating (Let's Read and Talk About) – Honor Head	

	My Body – Bloomsbury
Visual Literacy:	How your Digestive System Works - https://www.youtube.com/watch?v=Og5xAdC8EU What Causes Cavities? - https://www.youtube.com/watch?v=zGoBFU1q4g0
Poetry:	The Digestive System – Insiyah Dharsee - https://www.poetrynation.com/poems/the-digestive-system/

Reading domains for *Whole Class Reading* (2 week cycles):

- **Retrieval**

Who/what/where/why qs, constant referring back to the text


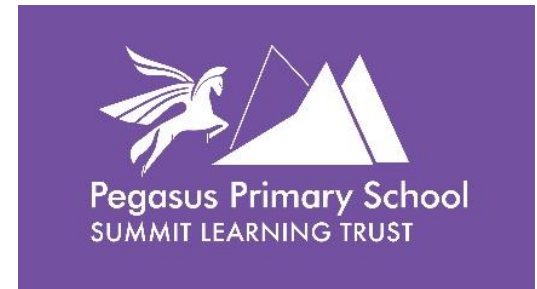
Sequencing

- **Word meaning (vocabulary)**


Reading around the context on a sentence to determine meaning of a word

- **Inference**

Reading between the lines, inferring a character's thoughts/feelings/motives, making predictions



Retrieval Toolkit





1. Read and understand the question. Underline key words.

Who? (person) *What?* (event/fact/topic) *When?* (event/time/date)


Where? (setting/location) *Why?* (reason for something) *How?* (cause and effect)

True/False

1. Scan to find the information in the text. Underline it or point to it.
2. Read around the information you found to check the details.
3. Answer the question.
4. Check your answer against the question - have you actually answered it?



Retrieval Toolkit



- Read the question carefully.

What sort of answer does it need?

Who? What? When? Where? Why? How?

- Look back at the text.
- Point to or underline the answer.
- Answer the question.

If you need to write an answer, check how many words you need to write and **copy** the spelling carefully.



Word Meaning Toolkit



What is the word function? (noun, verb, adjective, etc.)

Do you know the root word? Prefixes? Suffixes?

Context - read around the word (including the sentences before and after, and further into the paragraph if needed).

Visualise what is happening in the text/what the text is talking about.

Check your idea by replacing the word with a possible synonym - *does it make sense?*

Don't get stuck on a word: if not answering a specific question about that word, do you need to know the specific meaning of it to get the gist of the whole text?



Word Meaning Toolkit

Not sure what a word means?

- Read the word again.
- Read around the word.

Think about the rest of the sentence.

- Look at the pictures.

Are there any clues?

- Do you know any words that sound similar?



Inference Toolkit



You can infer about...

- a **person/character**: *thoughts, motives, feelings, reactions to other characters or events*
- a **situation**: *cause and effect/impact of*

Look for clues: **Scan the text** for evidence - 'show not tells' that prove the inference.

Answer using point (inference) and justify (evidence from the text).

e.g. The main character feels anxious because he has butterflies in his stomach.

Type One: you are given the inference and have to find the evidence in the text.

Scan for actions, speech or events that 'show not tell' the inference from the question.

Type Two: make your own inference and prove it (justify) using evidence from the text.

Scan for the person/situation from the question - what can you infer? Evidence (show not tell)?



Inference Toolkit



- Read the question carefully.

What is it asking? Feelings? Thoughts? Why?

- Look for clues in the text and pictures.
- What can you infer from the clues?
- Write your point, then say how you know.

I infer ___ because ___

Example Whole Class Reading cycle over a half term:

<u>Week 1</u>	Introduce author through a biography (non-fiction text)- mixed domain questions	Non-fiction text based on the fiction text for the half term. e.g Non-fiction text on the 12 labours of Hercules before reading Here comes Hercules	Read a section of text Teaching focus: retrieval domain	Read a section of text Teaching focus: retrieval domain	Read a section of text DISCUSSION QUESTION
<u>Week 2</u>	Read a section of text Teaching focus: retrieval domain	Read a section of text Teaching focus: retrieval domain	Read a poem Teaching focus: retrieval domain/mixed domain	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: retrieval domain
<u>Week 3</u>	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a non-fiction text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain
<u>Week 4</u>	Read a section of text Teaching focus: word meaning domain	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain
<u>Week 5</u>	Read a section of text Teaching focus: inference	Read a poem Teaching focus: inference/mixed domain	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference
<u>Week 6</u>	Read a non-fiction text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: inference

Non-fiction- drop these in where they most fit with the section you are currently reading in the fiction text to help children with their **background knowledge**. Think about what knowledge will support the children to best understand the text you're reading! e.g A non-fiction text on St. Pancras International when Harry Potter boards the train to Hogwarts.

Poetry- Introduce poetry that is related to the book you are reading when it is most appropriate in your cycle. Children could perform poem if it lends itself to this and respond to the poem relating to the domain you're focussing on or mixed domain if this fits better. e.g Children reading *The boy at the back of the class* (a text about a Syrian refugee starting school in the UK) could read a poem from *On the Move: Poems about Migration* by Michael Rosen.

Discussion question lessons- (previously referred to as an AIR question) An opportunity to spend more of the lesson reading the text. As a class, pose one inference discussion question for children to discuss together at the end of the lesson. Aim of this is to improve inference (whole-school weakness). You can choose to evidence this in books or on flip-chart paper.

VIPERS Question Stems Year 4:

<p>Vocabulary</p>	<ul style="list-style-type: none"> • Which word in the text describes what _____ is like? • Find and copy one/two words which describes/means _____? • In the sentence the word _____ is closest in meaning to (examples given) • Give the meaning of the word _____ in the sentence? • What does word/phrase mean?
<p>Inference</p>	<ul style="list-style-type: none"> • How do you know that _____ was excited? • How did _____ feel when _____ happened? • What impressions do you get of a setting/a person from a paragraph? • What does a particular paragraph suggest/infer about a person/setting? • Why did _____ happen?

	<ul style="list-style-type: none"> • Why did _____ do something? • What evidence in the text is there that a character felt /is _____(adjective) ?
Prediction	<ul style="list-style-type: none"> • How do you think this story will develop? • What are your reasons from the text? • Do you think that someone will do/act differently in the future?
Explanation	<ul style="list-style-type: none"> • How does the title encourage you to read on? • In what ways do the illustrations support the text? • What does the word _____ tell you about _____? • What effect has the author created by writing a particular line this way? • The writer uses words like _____. How does this make you feel? • (Comparing two texts) - Which text is better and why? • Describe different character's reactions to the same event In what ways are 2 characters/settings the same/different?
Retrieval	<ul style="list-style-type: none"> • What, Who, Where, When, Why?, How much/many? • Using information from the text, decide if the following statements are true or false.
Summarising	<ul style="list-style-type: none"> • What happened before or after something? • Number the sentences below from 1 to 4 to show the order they happen in the story • Which of the following would be the most suitable summary of the whole text/paragraph?

Year 5	
NC Fluency Skills:	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
NC Comprehension Skills:	<p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly 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

- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - Asking questions to improve their understanding
 - 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
 - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - Identifying how language, structure and presentation contribute to meaning
-
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - Distinguish between statements of fact and opinion
 - Retrieve, record and present information from non-fiction
 - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
 - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 - Provide reasoned justifications for their views.

NC Non-Statutory Guidance:

- At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

- Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.
- When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.
- Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.
- The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.
- Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.
- They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.
- Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.
- The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.
- Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.
- Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.