Year 4

Reading Assessment Indicators

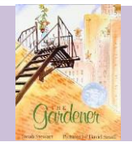
- **Fluently read the words identified in the Year 3/4 word list (1)**
- **Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from the text.* (2)**
- **Make predictions from what is stated, implied and growing experience of books and themes e.g. weak over strong, wise over foolish.* (3)**
- **Identify words and phrases that the author has chosen and discuss why they have been chosen to add to the meaning and effect of the text.* (4)**
- **Identify the effects of different words and phrases to create different images and atmosphere e.g. powerful verbs, descriptive adjectives, adverbs. * (5)**
- Read and use further prefixes and suffixes and can read words with common letter strings (Y4 Appendix 1). (6)
- Read correctly words that are commonly misread and can read multi-syllabic words. (7)
- Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (8)
- Listen to, discusses and can express views with some justification about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (9)
- Read and identify books (appropriate to age related reading age) that are structured in different ways and can read for a range of purposes. (10)
- Use a dictionary to check the type, root or meaning of words that they have read by using the first two or three letters of a word. (11)
- Experience and increase their familiarity with a wider range of books and can retell some of these orally (myths and legends). (12)
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (e.g. role play). (13)
- Skim and scan for information from a range of texts and decide if it is useful. (14)
- Recognises more different forms of poetry (for example, free verse and narrative poetry). (15)
- Check that the text makes sense to them and can discuss their understanding (text appropriate to year group). (16)
- Look for information in the text – and decide what is important and how it is connected. (Omit any unnecessary or unconnected information).* (17)
- Ask questions to improve their understanding of a text. (18)
- Recognise the sequence in a story – and identify, the introduction, build up, climax or conflict and resolution.* (19)
- Read, paying attention to more sophisticated punctuation: … ’ : (including dialogue e.g. uses tone, change of voice/inflection etc.). (20)
- Identify a range of single and multi-clause sentences – and the impact that they have on the reader e.g. to show a rambling thought, a snap decision* (21)
- Use features and structure of a non-fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information.* (22)
- Distinguish between fact and opinion.* (23)
- Participate in discussion about both books that are read to them and those they can read for themselves, takes turns and listens to what others say. (24)
- Effectively use the precise wording from the text (quote) to answer retrieval questions and support discussions.* (25)

These objectives link to the Trust Comprehension Curriculum.

This Reading Long Term Plan contains a variety of core texts and linked texts suitable for Year 4. The texts include rich, high-quality whole novels or extracts from these, picture books, poetry, songs and whole non-fiction texts or extracts from these. Class novels can be selected from the choice of texts available. The specified linked texts are options linked to the specific genres and can be adapted and added to suit the needs of the class or to link to other curriculum areas. There are also additional whole text options for our ‘We Love to Read’ time which are read to the children. The six core texts that link to our school values must be read over the course of the year. The options of fiction, non-fiction and poetry books can be selected from and added to by the teacher, including re-reading books from previous year groups that the children have enjoyed. Teachers may also select from these texts during our Friday Class Book Vote.

Year 4

Autumn 1

Class Novel							
Linked Text	Beware by James Carter Squirrel by Celia Warren Penguin by Sue Cowling Kennings by Daphne Kitching Tiger by Usha Kishore						
Genre:	**Kenning Poems**	**Narrative with Organisational Devices to Guide the Reader**	**Non-Chronological Report in the form of a Magazine Article**	**Non-Chronological Report in the form of a Children's Book**	**Persuasive Brochure**	**Persuasive Letter**	**Recount in the Form of a Series of Letters**
Fluency	**Read words speedily by working out the pronunciation of unfamiliar printed words** **Fluently read the words identified in the Year 3/4 word list** **Read and use further prefixes and suffixes and can read words with common letter strings** **Read correctly words that are commonly misread and can read multi-syllabic words.** **Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.** **Read, paying attention to more sophisticated punctuation: … ' : (including dialogue e.g. uses tone, change of voice/inflection etc.).** **Notice where commas create phrasing within sentences** **Read with expression, using the punctuation to support meaning, including multi-clause sentences** **as decoding becomes more secure, become independent, fluent and enthusiastic readers**						

Text Teaching Focus	**Fiction (including Class Novel)**	**Non Fiction**	**Poetry**
	• Explore chronology in narrative by mapping how much time passes in the course of the story, e.g. noticing where there are jumps in time or where some events are skimmed over quickly and others told in detail. • Explore and discuss how sentence structure and powerful language create different effects on the reader.	• Explain the techniques the author has used to organise a non-fiction text. • Identify how and why paragraphs are used to organise and sequence information. • Investigate how style and vocabulary are used to convince the intended reader in persuasive texts.	• Describe a poem's impact and explain own interpretation by referring to the poem. • Identify and discuss the powerful words that are linked to the senses. • Explore Kenning poems, noting structure and the use of metaphor and description.

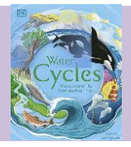
Comprehension	**VOCABULARY**	**IDENTIFY & RETRIEVE**	**SEQUENCE & SUMMARISE**	**INFER**	**PREDICT**	**CONTENT & STRUCTURE**	**ENHANCED MEANING**	**COMPARISON**
	Draw on knowledge of vocabulary to understand texts	**Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information**	**Identify and explain the sequence of events in texts**	**Make inferences from the text**	**Predict what might happen on the basis of what has been read so far**	**Understand the features and structures of texts**	**Understand impact of word choice and language tools**	**Draw comparisons across a text and between texts**
	• Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). • Identify the effects of different words and phrases to create different images and atmosphere e.g. powerful verbs, descriptive adjectives, adverbs. • Identify words and phrases that the author has chosen and discuss why they have been chosen to add to the meaning and effect of the text.	• Use features and structure of a non-fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information. • Effectively use the precise wording from the text (quote) to answer retrieval questions and support discussions. • Distinguish between fact and opinion.	• Recognise the sequence in a story – and identify, the introduction, build up, climax or conflict and resolution. • Look for information in the text – and decide what is important and how it is connected. *(Omit any unnecessary or unconnected information).*	• Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from the text e.g. *what clues in the text tell us that he wasn't happy?* *Explain the ropes that the men were using were 'snapped'?* *Why is space tourism impossible for most people?*	• Make predictions from what is stated, implied and growing experience of books and themes *e.g. weak over strong, wise over foolish.*	• Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution	• Identify a range of single clause and multi-clause sentences – and the impact that they have on the reader *e.g. to show a rambling thought, a snap decision* • Identify adverbs to identify time, place and manner	• Recognise characters' similarities and differences in relation to an event or at different times *e.g. how did the character change over time?*

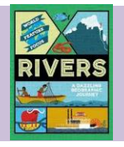
Year 4

Autumn 2

Class Novel

Linked Text





The Northern Echo

FirstNews
NEWS TO GET YOUNG PEOPLE TALKING

Genre:	Recount in the form of a Diary	Recount in the Form of a Sports Report	Fantasy Narrative	Explanation Text in the form of a Cyclical Diagram	Explanation Text in the form of a Graphic Novel	Free Verse Poetry	Local Newspaper Report	Children's Newspaper Report

Fluency

Read words speedily by working out the pronunciation of unfamiliar printed words
Fluently read the words identified in the Year 3/4 word list
Read and use further prefixes and suffixes and can read words with common letter strings
Read correctly words that are commonly misread and can read multi-syllabic words.
Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
Read, paying attention to more sophisticated punctuation: … ' : (including dialogue e.g. uses tone, change of voice/inflection etc.).
Notice where commas create phrasing within sentences
Read with expression, using the punctuation to support meaning, including multi-clause sentences
as decoding becomes more secure, become independent, fluent and enthusiastic readers

Text Teaching Focus

Fiction (including Class Novel)	Non Fiction	Poetry

• Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.
• Identify the main characteristics of the key characters, drawing on the text to justify views and use the information to predict actions.
	• Identify the features of recounted texts such as sports reports, diaries, and police reports.
	  ○ Identify the introduction, chronological sequence, supporting illustrations, formality and conjunctions.
	• Identify the main features of newspapers, including: layout, range of information, voice, formality, and organisation of articles, advertisements and headlines.
	  ○ Predict newspaper stories from the evidence of headlines, making notes and then checking against the original
	• Identify the key features of explanatory texts, i.e. the purpose to explain a process or to answer a question.
	  ○ Identify the structure, i.e. introduction followed by sequential explanation in paragraphs.
	  ○ Identify the language features such as: usually in the present tense, use of conjunctions and cause and effect, use of passive voice, use of diagrams or other illustrations.
		• Compare and contrast poems on similar themes, particularly their form and language. Discuss personal preferences and responses.
		• Recognise some different forms of poetry, e.g. free verse and explain features and purposes.
		• Understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm and alliteration.

Comprehension

VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
Draw on knowledge of vocabulary to understand texts	**Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information**	**Identify and explain the sequence of events in texts**	**Make inferences from the text**	**Predict what might happen on the basis of what has been read so far**	**Understand the features and structures of texts**	**Understand impact of word choice and language tools**	**Draw comparisons across a text and between texts**
• Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). • Identify the effects of different words and phrases to create different images and atmosphere e.g. powerful verbs, descriptive adjectives, adverbs. • Identify words and phrases that the author has chosen and discuss why they have been chosen to add to the meaning and effect of the text.	• Use features and structure of a non-fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information. • Effectively use the precise wording from the text (quote) to answer retrieval questions and support discussions. • Distinguish between fact and opinion.	• Recognise the sequence in a story – and identify, the introduction, build up, climax or conflict and resolution. • Look for information in the text – and decide what is important and how it is connected. *(Omit any unnecessary or unconnected information).*	• Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from the text e.g. *what clues in the text tell us that he wasn't happy?* *Explain the ropes that the men were using were 'snapped'?* *Why is space tourism impossible for most people?*	• Make predictions from what is stated, implied and growing experience of books and themes *e.g. weak over strong, wise over foolish.*	• Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution	• Identify a range of single clause and multi-clause sentences – and the impact that they have on the reader *e.g. to show a rambling thought, a snap decision* • Identify adverbs to identify time, place and manner	• Recognise characters' similarities and differences in relation to an event or at different times *e.g. how did the character change over time?*

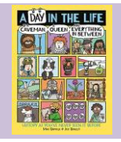
Year 4

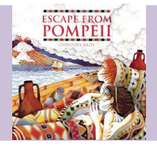
Spring 1

Class Novel

Linked Text

Cat-Rap by Grace Nichols
Write-A-Rap Rap by Tony Mitton
The Boneyard Rap by Wes Magee
The Schoolkids' Rap by John Foster





M&S FOOD

Genre:

Classic Narrative	Rap Poetry	Historical Recount in the form of a 'Day in the Life'	Narrative Historical Recount	Persuasive Poster	Television Advert Script

Fluency

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Read, paying attention to more sophisticated punctuation: … ' : (including dialogue e.g. uses tone, change of voice/inflection etc.).
Notice where commas create phrasing within sentences
Read with expression, using the punctuation to support meaning, including multi-clause sentences
as decoding becomes more secure, become independent, fluent and enthusiastic readers

Text Teaching Focus

Fiction (including Class Novel)	Non Fiction	Poetry
• Understand how paragraphs or chapters are used to collect, order and build up ideas. • Explore different cohesive devices. • Identify techniques writers use to create mood and atmosphere.	• Identify different types of non-fiction text, e.g. their content, structure, vocabulary, style, layout and purpose. • Distinguish between fact and opinion. • Investigate how reading strategies are adapted to suit the different properties of online/virtual texts, i.e. those which are scrolled and non-linear in structure, incorporate sound or still and moving images etc. • Evaluate advertisements for their impact and honesty, focusing in particular on how information about the product is presented, e.g. exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration and invented words.	• Explore, discuss and describe a specific rhyming form, e.g. a rap. • Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and to then read these out and perform them effectively. • Use actions, sound effects, musical patterns and images to enhance a poem's meaning.

Comprehension

VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
Draw on knowledge of vocabulary to understand texts	**Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information**	**Identify and explain the sequence of events in texts**	**Make inferences from the text**	**Predict what might happen on the basis of what has been read so far**	**Understand the features and structures of texts**	**Understand impact of word choice and language tools**	**Draw comparisons across a text and between texts**
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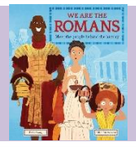
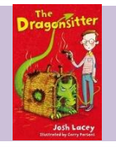
Year 4

Spring 2

Class Novel

Linked Text	Genre:
	Magical Narrative
	**Non-Fiction Book**
	Instruction Text: Making
	**A series of emails**
	Haiku Poetry

Windy Day by John Foster
Haiku Riddle by Celia Warren

Fluency

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Notice where commas create phrasing within sentences
Read with expression, using the punctuation to support meaning, including multi-clause sentences
as decoding becomes more secure, become independent, fluent and enthusiastic readers

Text Teaching Focus

Fiction (including Class Novel)	Non Fiction	Poetry
• Understand how the use of expressive and descriptive language can create moods, arouse expectations, build tension, and describe attitudes or emotions.	• Appraise a non-fiction book for its contents and usefulness by scanning, e.g. use of headings and a contents list. • Prepare for factual research by reviewing what is known, what is needed, what is available and where to search.	• Explain the pattern and structure of haiku poetry. • Use appropriate expression to support comprehension.

Comprehension

VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
Draw on knowledge of vocabulary to understand texts	**Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information**	**Identify and explain the sequence of events in texts**	**Make inferences from the text**	**Predict what might happen on the basis of what has been read so far**	**Understand the features and structures of texts**	**Understand impact of word choice and language tools**	**Draw comparisons across a text and between texts**
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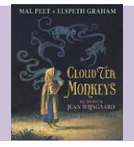
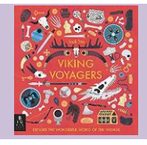
Year 4

Summer 1

Class Novel

Linked Text





Genre:	Instruction Text: Recipes	Adventure Narrative with a Strong Central Character	Narrative with Figurative Language	Rhyming Poetry, Humorous Poetry, Shape Poetry	Myth	Non-Fiction Book

Fluency

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Notice where commas create phrasing within sentences
Read with expression, using the punctuation to support meaning, including multi-clause sentences
as decoding becomes more secure, become independent, fluent and enthusiastic readers

Text Teaching Focus

Fiction (including Class Novel)	Non Fiction	Poetry
• Understand the use of figurative language in stories, compare poetic phrasing with narrative/descriptive examples. • Understand and explain the difference between what is written and what is implied.	• Mark extracts by annotating and by selecting key headings, words or sentences. • Make short notes e.g. abbreviate ideas, select key words, listing or a diagrammatical form. • Summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words. .	• Recognise, compare and evaluate several different forms of poetry such as rhyming, shape, and humorous. • Use drama approaches to understand how to perform poems to support their understanding of the meaning.

Comprehension

VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
Draw on knowledge of vocabulary to understand texts	**Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information**	**Identify and explain the sequence of events in texts**	**Make inferences from the text**	**Predict what might happen on the basis of what has been read so far**	**Understand the features and structures of texts**	**Understand impact of word choice and language tools**	**Draw comparisons across a text and between texts**
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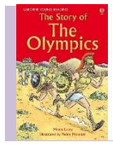
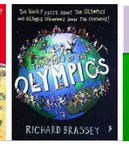
Year 4

Summer 2

Class Novel

Linked Text





NATIONAL GEOGRAPHIC KIDS

LoveReading 4 KIDS BUY BOOKS CHANGE LIVES

Genre:	Non-Fiction Book	Online Articles about one Topic	Narrative with 'Show not tell' techniques	Book Reviews	Classic Poetry (Narrative)	Free Verse Poetry

Fluency

Read words speedily by working out the pronunciation of unfamiliar printed words
Fluently read the words identified in the Year 3/4 word list
Read and use further prefixes and suffixes and can read words with common letter strings
Read correctly words that are commonly misread and can read multi-syllabic words.
Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
Read, paying attention to more sophisticated punctuation: … ' : (including dialogue e.g. uses tone, change of voice/inflection etc.).
Notice where commas create phrasing within sentences
Read with expression, using the punctuation to support meaning, including multi-clause sentences
as decoding becomes more secure, become independent, fluent and enthusiastic readers

Text Teaching Focus

Fiction (including Class Novel)	Non Fiction	Poetry
• Identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story and discuss how the characters deal with them. • Explore 'show not tell' techniques.	• Collect information from a variety of sources and present it in one simple format, e.g. wall chart or a labelled diagram. • Investigate language used for comparison and contrast.	• Identify clues which suggest poems are older, e.g. through the language use, vocabulary and archaic words. • Study narrative poetry. Compare and contrast to stories. • Comment on the use of similes and expressive language to create images, sound effects and atmosphere. • Refine performances of poetry by varying volume, pace and use appropriate expression when performing.

Comprehension

VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
Draw on knowledge of vocabulary to understand texts	**Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information**	**Identify and explain the sequence of events in texts**	**Make inferences from the text**	**Predict what might happen on the basis of what has been read so far**	**Understand the features and structures of texts**	**Understand impact of word choice and language tools**	**Draw comparisons across a text and between texts**
• Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). • Identify the effects of different words and phrases to create different images and atmosphere e.g. powerful verbs, descriptive adjectives, adverbs. • Identify words and phrases that the author has chosen and discuss why they have been chosen to add to the meaning and effect of the text.	• Use features and structure of a non-fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information. • Effectively use the precise wording from the text (quote) to answer retrieval questions and support discussions. • Distinguish between fact and opinion.	• Recognise the sequence in a story – and identify, the introduction, build up, climax or conflict and resolution. • Look for information in the text – and decide what is important and how it is connected. *(Omit any unnecessary or unconnected information).*	• Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from the text e.g. *what clues in the text tell us that he wasn't happy?* *Explain the ropes that the men were using were 'snapped'?* *Why is space tourism impossible for most people?*	• Make predictions from what is stated, implied and growing experience of books and themes *e.g. weak over strong, wise over foolish.*	• Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution	• Identify a range of single clause and multi-clause sentences – and the impact that they have on the reader *e.g. to show a rambling thought, a snap decision* • Identify adverbs to identify time, place and manner	• Recognise characters' similarities and differences in relation to an event or at different times *e.g. how did the character change over time?*

Year 4

We Love To Read Time
Class Book Choices

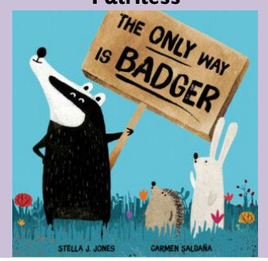
Values Texts

Kindness

Respect

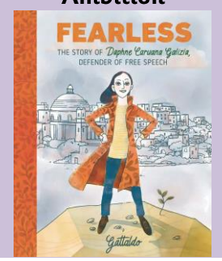
Resilience

Fairness



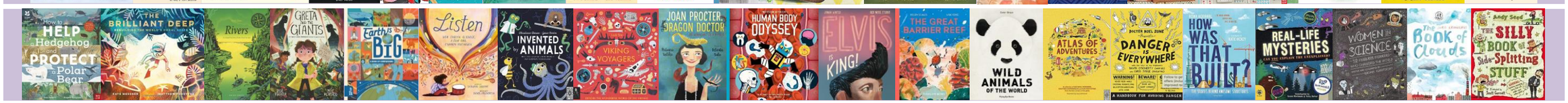
Teamwork

Ambition

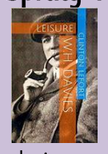
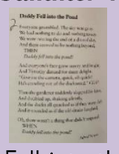


Fiction

Non-Fiction



Poetry Spine

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
Take a Poem by James Carter	The River by Valerie Bloom	Leisure by W. H. Davies	Please Mrs Butler by Allan Ahlberg	Daddy Fell into the Pond by Alfred Noyes	The Sound Collector by Roger McGough

Other Poetry