

## Year 4

Objective	Learning objective	Success criteria	What does this look like?	Suggested text types
<p>Children need to read and decode unknown words that they have heard but not seen in print. Children need to read and understand new vocabulary. Children need to use a dictionary and a thesaurus to check the meaning of words they have read</p>	<p>LO analyse vocabulary</p> <p>LO suggest the meaning of words and phrases within contexts</p>	<ul style="list-style-type: none"> <li>* Use known strategies to work out the meaning of unknown words (tier 2 words).</li> <li>• Use a dictionary to find the meaning of unfamiliar words.</li> <li>* Find synonyms and antonyms using a thesaurus.</li> <li>• Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including rereading surrounding sentences and/ or paragraphs to identify an explanation.</li> <li>• Mark texts to identify vocabulary and ideas which needs to be clarified.</li> <li>• Identify the writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.</li> <li>• Investigate the meaning of technical or subject specific words (tier 3) they meet in their reading.</li> <li>• Locate words in a dictionary by the third and fourth place letters.</li> <li>* Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference.</li> <li>* Children should begin to comment on why the author has selected particular vocabulary.</li> </ul>	<p>Children should be taught to decide where unfamiliar words are explained in the text and strategies can be used, or where they need to use a dictionary or glossary to find a word meaning. Teach the children a wide range of strategies to try to find word meaning. For example, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.</p> <ul style="list-style-type: none"> <li>* Match definition with complex words.</li> <li>• Match definitions with complex words using context of a sentence.</li> <li>• Sort words into tier 1, 2 and 3. Explain reasoning with explanations.</li> <li>• Give the children root words and they must find as many words from the same family.</li> <li>• Blank out complex vocabulary from texts and children have to guess the word.</li> <li>• Synonym and antonym mind maps.</li> <li>• Sorting diagrams for different vocabulary.</li> <li>• Word play.</li> <li>• Give pictures and children have to think of as many words as possible for what the picture shows.</li> <li>• Use cloze procedures to focus on particular word choices. Remove or cover interesting words, or a particular word class, e.g. adjectives from a short section of text. What word would fit in that context?</li> </ul>	<ul style="list-style-type: none"> <li>* <a href="#">The Wizards of Once</a></li> <li>* <a href="#">Cressida Cowell</a></li> <li>• <a href="#">Harry Potter and the Philosopher's stone</a></li> <li>• <a href="#">The chocolate factory ghost</a></li> <li>• <a href="#">The Wolf's Prints by Susan Price</a></li> <li>• <a href="#">The great elephant chase by Gillian Cross</a></li> <li>• <a href="#">The tale of Despereaux by Kate DiCamil</a></li> </ul>

<p>Children need to identify words and phrases that capture the readers' interest and imagination. Poetry Identify how language contributes to meaning</p>	<p>LO suggest the impression that is given.</p> <p>LO identify how the author has used language to present meaning</p>	<p>* Understand that the reader is portraying character/settings through the use of words and language used for description.</p> <ul style="list-style-type: none"> <li>• Understand how writers use figurative language to hint at and suggest ideas</li> <li>• Identify how writers provide information to capture interest e.g. how they use language to set scenes, or create moods, build tension, describe attitudes or emotions.</li> <li>• Discuss the similes and other comparisons that they read.</li> <li>• Understand the difference between language and vocabulary.</li> <li>• Identify the picture that has been painted through the poetry.</li> <li>• Identify the key phrases which present meaning in a poem.</li> <li>• Identify how the author has used figurative language for comparison within poetry.</li> <li>• Suggest what the author meant when using figurative language within a poem.</li> </ul>	<p>These can be taught through English. Children could look at these as a writer, rather than a reader. This might be drawn from across a paragraph, or from a given word or phrase. Children will identify the impression through their knowledge of synonyms and word meanings.</p> <ul style="list-style-type: none"> <li>* Look at similes, what alternative similes could be used to give the same impression (for example, strong as a bull).</li> <li>• Adapt impressions that are given in a text by changing the vocabulary/language used.</li> <li>• Draw pictures of the mood created through the description.</li> <li>• Re-write a character description by using opposite meanings.</li> <li>• Highlight when the author uses hints in a piece of writing which tell you about the character or setting (links to inference).</li> <li>• Annotating poetry</li> <li>• You might start by using pictorial aids to support the children.</li> <li>• Children will start by drawing a picture to represent what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>* King of the Cloud Forests by Michael Morpurgo</li> <li>• Running Wild Michael Morpurgo</li> <li>• Charlotte's Web The Raven by Edgar Allen Poe</li> <li>• Foreign Lands by Robert Louis Stevenson (a section of)</li> <li>• Fly, Eagle, Fly by Christopher Gregowski</li> <li>• The Moonshine dragon by Cornelia Funke</li> <li>• The whisperer by Nick Butterworth</li> </ul>
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<p>Children need to identify and discuss themes and conventions in a wide range of texts. Children need to identify the purpose of a text.</p>	<p>LO identify and discuss themes and conventions in a wide range of texts.</p>	<ul style="list-style-type: none"> <li>* Identify similarities and differences in themes between a range of text types.</li> <li>• Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Comment on the features of texts.</li> <li>• Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts.</li> <li>* Make connections between the text and self, text and own experiences.</li> </ul>	<p>This might be through learning about a wide range of genres, including themes of good vs evil/mythical themes/romantic ballads.</p> <ul style="list-style-type: none"> <li>* Venn diagrams</li> <li>• Name as many stories with a similar theme.</li> <li>• Give short extracts to the children and they need to identify the main theme.</li> <li>• Show different text types and the children need to identify the intended purpose.</li> <li>• Text to self, text to text and text to world.</li> <li>• Continue a story which has a given theme.</li> <li>• Make connections between the text and self, text and own experiences.</li> <li>• Re-writing a short extract in a similar style, with similar features.</li> <li>• Write the middle part of a text, making sure that the themes, features and conventions are appropriate.</li> </ul>	<p>Texts that link to PSHE</p> <ul style="list-style-type: none"> <li>* <i>The invisible boy</i> by Trudi Ludwig</li> <li>• <i>More than anything else</i> by Marie Bradby</li> <li>* <i>Salt in his shoes</i> by Deloris Jordan</li> </ul>
<p>Making comparisons</p>		<ul style="list-style-type: none"> <li>* Make comparisons between events in narratives or information texts on the same topic or theme.</li> <li>* compare and contrast writing by the same author.</li> <li>* compare similarities in context within texts.</li> <li>* identify how characters have changed during a text.</li> </ul>	<p>This year, children should be making comparisons using different texts.</p> <ul style="list-style-type: none"> <li>* Venn diagrams</li> <li>* Look at 2 different texts by the same author. Highlight the similarities.</li> <li>* Before and end. Draw a picture to represent the character at the beginning of the text, and again at the end.</li> <li>* Show 2 different representations of the same event (written in different texts) What is the same in the way they are represented?</li> <li>* Use drama to show the similarities and differences in character's feelings and experiences in a text.</li> </ul>	<p><i>The reluctant dragon</i>—Kenneth Graham</p> <p><i>How to train your dragon</i>—Cressida Cowell</p> <p><i>Sharks vs train</i>—Chris Barton</p> <p><i>Charlie and the chocolate factory</i> and the chocolate factory ghost</p>

<p>Children need to retell familiar stories, poems and play scripts orally.</p>	<p>LO– use intonation, tone, volume and action for a range of effects when reading aloud.</p>	<p>Choose and prepare poems, stories and plays scripts for performance, identifying appropriate expression, tone, volume and other sounds.</p> <p>Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.</p>	<p>Children need to be able to identify the effect of using intonation, tone, volume and action on the listener.</p> <ul style="list-style-type: none"> <li>* Reading stories to younger children.</li> <li>* Peer reading in class.</li> <li>* Reading own narrative aloud.</li> <li>* Modelling of reading by the teacher with intonation.</li> <li>* Layered reading—teacher sentences to model and children repeat back.</li> <li>* Reading scripts and acting.</li> <li>* Whoosh it! Children act out the story as you read it.</li> </ul>	
<p>Children need to retrieve and record from different texts.</p>	<p>LO– use the index, glossary and contents page</p> <p>LO– retrieve facts from non-fiction texts</p> <p>LO– identify key information in a text and make relevant notes</p> <p>LO– be able to retrieve information from a text</p>	<ul style="list-style-type: none"> <li>* retrieve information from across a page of text.</li> <li>* answer retrieval questions relating to information provided in narratives.</li> <li>* use knowledge of vocabulary to answer retrieval questions</li> <li>* pick out key sentences and phrases that convey important information. Take information from graphical and pictorial representations.</li> <li>* identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.</li> <li>* Scanning texts for key words.</li> </ul>	<p>Children will be expected to retrieve from a wider range of texts and genres. They should be able to navigate the texts in order.</p> <p>Children will be taught to locate information based upon structural devices (sub-headings, topic sentences, pictures, captions etc). E.g. predicting where to find information from the sub headings.</p> <ul style="list-style-type: none"> <li>* collect information from different sources and present it in a simple format, e.g. chart, poster.</li> <li>* identify if questions are asking what/where/who/ why or when.</li> <li>* Creating questions based upon a text which begin with what/where/who/ why or when.</li> <li>* Circling VIP words in the text and VIP words in the questions.</li> <li>* Two truths and one lie.</li> </ul>	<p>Bear Grylls survival skills; rainforest</p> <p>The great chocoplot –Chris Callaghan</p> <p>The phantom toolbookth–Norton Juster</p>

<p>Children need to understand what they are reading in books independently.</p>	<p>LO– sequence information from a text.</p> <p>LO– identify main ideas drawn from more than one paragraph and summarise these.</p> <p>LO– identify and explain how texts are structured.</p>	<p>* Summarise sentences or paragraphs by identifying the most important elements.</p> <p>* explore narrative order ( introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.</p> <p>* identify the main features of non-fiction texts and understand how these support the reader in gaining information efficiently.</p> <p>* identify different patterns of rhyme and verse in poetry (e.g. choruses, rhyming couplets or alternate line rhymes) and read these aloud effectively.</p>	<p>Ordering events given which may include main events and characters.</p> <p>Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.</p> <p>Name key features of non-fiction texts (including headings, captions, lists, bullet points) and names the purpose.</p> <p>* Think of appropriate headings/captions/bullet points for given texts.</p> <p>* re-order sentences which are presented in jumbled order.</p> <p>* Children sketch or write a summary of the key events of the beginning, middle and end of the story.</p> <p>* Circle the VIP words which tell you what is happening in the story– should be able to read back through the VIP words and know the gist of what is happening.</p>	<p>Discrete extracts</p> <p>*How to train your dragon– Cressida Cowell</p> <p>* You’re a bad man Mr Gum– Andy Stanton</p> <p>* The sandwich thief—Andre Marois</p> <p>* The boy who biked the world—Alistair Humpherys</p>
	<p>LO– ask questions to improve understanding of the text.</p>	<p>* ask questions based upon clues in the text.</p>	<p>These inferences might include how the reader is made to feel, and inferences based on characters, events and settings.</p> <p>This would not necessarily be discrete lessons but embedded during shared reading and response.</p> <p>* model own questions out loud and children ask their own.</p>	<p>Knowledge– linked texts</p> <p>* Secrets according to Humphrey– Betty Birey</p> <p>* The investigation of Hugo Cabret– Brian Selznick</p>

	<p>LO– use information given in a paragraph to infer.</p> <p>LO– make inferences from information given across more than one paragraph</p> <p>LO– use evidence to support inferences</p>	<ul style="list-style-type: none"> <li>* make inferences about characters using clues from the text.</li> <li>* Make inferences about settings and atmosphere.</li> <li>* Infer characters' emotions from what they say.</li> <li>* Make inferences based upon what characters say or do.</li> <li>* Identify where the author uses show don't tell.</li> <li>* Use clues from author's language and vocabulary to make inferences.</li> <li>* Make inferences about character's motives based upon clues in the text.</li> <li>* make plausible questions about the text.</li> </ul>	<p>Drawing inferences about characters, events, settings and characters' motives. This can be drawn from directed paragraphs within a page of text.</p> <p>These inferences might include how the reader is made to feel, and inferences based on characters, events and settings.</p> <p>Children will be expected to draw on some evidence from the text.</p> <ul style="list-style-type: none"> <li>*Draw and label pictures which illustrate key moments in a text when a character feels a certain way.</li> <li>*This is my point. Where is the clue in the text?</li> <li>*Roll on the wall.</li> <li>*Make inferences using pictures, supporting with explanations about what the clue is from the picture.</li> <li>*Write a short paragraph using only clues about how a character felt ( and not giving the particular feeling)</li> <li>*Give a range of sentences and children summarise these with one word (abstract noun to describe emotion or adjective to describe character or setting)</li> <li>*Annotate the text with key adjectives or words which show meaning which isn't made explicit in the text.</li> <li>*Shades of meaning-give the children an inference based upon a text which is presented on a scale. Children must identify the accurate where they would be in the scale.</li> <li>*7 levels of tension.</li> <li>*Emotions graph</li> <li>*Read poems to the children, and they have to explain in their own words what has happened.</li> </ul>	<p>Pictures</p> <p>Narrative books</p> <p>Poems</p> <p>Eliza Rose– Lucy Worsley</p> <p>The pebble in my pocket– Meredith Hooper</p> <p>Runing on the roof of the world– Jess Butterworth</p> <p>There may be a castle– Piers Torday</p> <p>Fergus Crane– Paul Stewart</p>
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	<p>LO– make predictions using clues from the text</p>	<p>*Predict what events might occur in the next paragraph/page</p> <p>*use clues in the text to make predictions</p> <p>*Predict what characters might do next</p> <p>*Use what I have read and already know to make connections to the text.</p> <p>*Use information about characters to make plausible predictions about their actions.</p> <p>*Predict what might happen following the text</p> <p>*Show an awareness of how the author gives the reader clues about what will happen.</p> <p>*Clearly and concisely present a prediction and find evidence to support the reader clues.</p> <p>*Modify predictions as they read on</p>	<p>Children should be encouraged to think about what might happen next. Children will use what they have read and what they already know to make connections to the text.</p> <p>Children will predict what characters might do next and what events might occur in the future. They should progress to show an awareness of how the author has presented clues for the reader.</p> <p>*Children can be given a prediction presented by a teacher and be asked to find the clues in the text.</p> <p>*Reading the prologue of books and children predicting key themes and events</p> <p>*Draw a story map for the character’s life. What might happen next?</p> <p>*Write a short sequel to the story</p> <p>*Write a prequel to the story to predict what a character might have experienced before.</p> <p>*Comic strip the story following the first paragraph. Amend this as you read on.</p> <p>* From mid-way through a story, tell the children key events that will happen. Children draw emotions graph to predict how a character will feel about different events.</p> <p>*Write a short diary entry using predictions about character’s intended actions and motives.</p> <p>*Write predictions as annotations against evidence in the text</p>	<p>Gregory Cool– Caroline Birch</p> <p>The green ship– Quentin Black</p> <p>The wild robot– Peter Brown</p> <p>The shrimp– Emily Smoth</p> <p>Shakleton’s journey– William Grill</p> <p>Polar bear explorer’s club– Alex Bell</p>
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<p>Children need to apply their growing knowledge of root words, prefixes and suffixes (dis-mis-in-ill-im-ir-re-sub-inter-super-anti-auto-ation) both to read aloud and to understand the meaning of new words they meet.</p>	<p>LO– understand how the prefix/suffix alters the meaning of the root word</p> <p>LO– apply the prefix/suffix to root words to alter their meaning.</p>		<p>This would be taught through spellings, when arising within lessons or as discrete starters.</p>	
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Notes

- \* Children who struggle with word reading should have specific support in place to develop this fluency.
- \*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.
- \*Clarify the strategies for reading exception words and note the spelling and sound correspondence.
- \*Reading books that are structured in different ways and reading for a range of purposes– use this objective in your WAGOLL lesson in writing
- \*Children are encouraged to read for a range of purposes to gain knowledge, to find specific knowledge and to read for pleasure. This has clear links to wider curriculum lessons.
- \*Children should be taught the conventions of different types of writing.
- \*When using non-fiction, children should know what information they need to look for before they begin and be clear about the task.