



HODGE HILL
PRIMARY SCHOOL



*...putting children at the heart of everything
we think, say and do.*



Year 4

2024 - 2025

Curriculum Planning Booklet

Reading

What are we trying to achieve? (INTENT)

The threads in our curriculum builds our children' cultural capital with the knowledge, skills and understanding of the world around them to help them develop into responsible citizens, so that they can make a positive contribution to their community and the wider world. In our curriculum, oracy is a powerful tool for learning: by teaching children to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them.

Values

Leaders have taken the three values of Create Partnership Trust, excellence, partnership and perseverance and added alongside the values of integrity, open mind-set and a spirit of adventure.

- **Excellence:** we give our best at work and play; we aim high; we believe in ourselves; we enjoy learning; we love to contribute; we are curious; we celebrate success; we think about our learning; we achieve well independently; we are proud of our work; we understand that there are steps on the way to excellence;
- **Partnership:** a commitment to collaboration – we work together; we listen to each other; we share; we learn from each other; we respect each other; we are sincere; we are good citizens of Birmingham, the United Kingdom and the world; we contribute; we are happy; we feel safe; we look after our schools; we are part of a team; we are part of a family; we help each other to achieve well; we believe that everyone is equal.
- **Perseverance:** continued effort in the face of challenge – we don't give up; we try our best; we are not afraid to make mistakes; we learn from our mistakes; we can talk about our learning; we take responsibility for our learning; we help to make our own futures; we can change if we need to; we can find solutions; we look forward; we have the courage to make difficult decisions.
- **Integrity:** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values; we are honest and truthful about our own actions; we do the right thing even when no one else is looking; we act with understanding, accepting and choose to live in accordance with our principles which include honesty, fairness and decency.
- **Open mind-set:** a characteristic that involves being receptive to a wide variety of ideas, arguments and information; having the ability to think critically and rationally; we are open to other ideas and perspectives to enable us to see all of the factors that contribute to problems or come up with effective solutions; we have the ability to step outside of our own comfort zone and consider other perspectives and ideas; we are open to new ideas and experiences even if these conflict with our existing beliefs; we ask questions and actively search for information that challenges our own beliefs; we are committed to the belief that other people should be free to express their beliefs and arguments even if they do not correspond with our own.
- **Spirit of adventure:** we embrace exciting, unusual or unfamiliar experiences; we partake fully in exciting and enterprising opportunities to further and/or apply our learning; we are bold; we are willing to try new things; we embrace risk taking as we know how to do so appropriately; we are pioneers; we are innovators; we are adventurers in our learning.

Curriculum threads

Our curriculum threads are six broad themes that connect the learning across the school. The threads are designed to support our curriculum mission and narrative while putting the child at the heart of all we think, say and do. The curriculum is powered through oracy; teaching our children the skills that are needed to be an effective speaker and listener and by putting reading at the heart of all learning. Leaders draw upon literature and evidence based research from a myriad of sources in conjunction with the thoughts and feelings, ideas and innovation of our children, staff, parents and Create Partnership Trust.

| Curriculum Threads (based upon ideas from Three Bridges Primary School) | Mind, body and soul: Our Physical and mental well-being | Our place in the world: Identity and Community | Nurturing nature: Sustainable development | What we are striving for: Peace v Conflict | Using our voice for good: Power and governance | Citizens of the world: Social justice and equity |
|---|---|---|---|--|--|---|
| | Physical and mental health cannot be separated. Poor physical health can lead to an increased risk of developing mental health problems. Conversely, poor mental health can impact negatively upon physical health, leading to an increased likelihood of some conditions occurring. Developing individual well-being is important to future health and happiness: it can also impact positively upon the well-being of the group, school and of the wider community. | Human beings have the same basic needs – it's the ways of meeting these needs that may differ. Differences in class, culture, ethnicity, gender, heritage, language, nationality and status may have significance when explaining these variations and in forming identity. In order to thrive, pupils need to feel confident in their own identity but they also need to be open in engaging positively with other identities and to recognise and challenge stereotypes. We live in an interconnected world. Decisions taken in one place can affect people living elsewhere in the world. The notion of community underpins our sense of interconnectivity and we must shape our pupils to know they and their decisions could affect others both near and far. | There are a variety of different interpretations of sustainable development but at the heart lies the recognition that our relationship with the earth depends upon our acknowledgement that there are limits to resources and the human rights of all. How we choose to share the earth's resources affects the health of the planet and its inhabitants both now and in the future. | In all communities, regardless of location, size and make up, there are conflicts of interests and disagreements. There is a continual need to develop rules, laws, customs and systems that all people accept as reasonable. Social justice, equity and rights go hand in hand with issues of peace and conflict. | Our world is dependent upon our pupils knowing their role and responsibilities within a given system. Our pupils need to know the importance of their voice but also of multiple voices in the success of a system and that systems need to be built upon equity and equality. Our pupils need to have the skills to challenge inequalities and to use the past as well as their present to inform their future. | All human beings belong to a single human race, share a common humanity and are equal in worth. Consequently, all human beings should have the same basic rights and be treated with equity. Yet, religious, political and societal beliefs do not always reflect this. |

Year 4

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Notes and guidance (non-statutory): Word Reading

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.

Notes and guidance (non-statutory) : Comprehension

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, non-fiction 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.

The following statements for **Spoken Language** apply to all years. The content should be taught at a level appropriate to the age of the pupils, with pupils building on oral language skills that have been taught in preceding years.

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

The following list of writing objectives have come from the Birmingham Continuum for Writing, which breaks the NC2014 document into smaller steps and from the HHPs Oracy Progression which has been developed in conjunction with Voice 21 to develop oracy skills across the school.

| Prior Knowledge | New Knowledge: Autumn Term |
|---|---|
| <p>In Y3, most children will be able to:</p> <ul style="list-style-type: none"> • Read words where ch is sounded differently eg <i>chef, chemist</i> • Read some words which use variations of standard phonemes eg <i>vein, weigh, obey</i> • Identify a favourite author • Read books that are structured in different ways • Read for a range of purposes • Recognise and understand the use of speech marks in print and use these effectively when reading aloud • Recognise commas and use them appropriately when reading aloud • In shared/guided reading, use a range of strategies to clarify their understanding of the text eg <i>ask relevant questions; self-correcting</i> • Express basic opinions about more complex poems and stories <i>ie beyond the level they can read independently; beginning to justify their view</i> • Order a set of 4 given sentences on a familiar topic, without verbal or visual prompts, to make a logical, sequential story / set of instructions • Begin to use inference to predict what may happen next • Pick out information from non-fiction texts to answer specific questions, providing evidence from the text • Continue to build up a repertoire of poems learnt by heart | <p>In Y4, most children will be able to:</p> <ul style="list-style-type: none"> • Use phonic and vocabulary knowledge to try different pronunciations and self-correct, when encountering unfamiliar words • Use a range of strategies to read smoothly • Express their opinion about what they have read • Describe characters with reference to dialogue and actions • Summarise the main points of a short text and share this with others • Answer questions about a topic and provide evidence • Increase familiarity with a wide range of books and retell some of these orally • Identify themes and conventions in a range of books |

| Prior Knowledge | New Knowledge: Spring Term |
|--|--|
| <p>In Y4, most children will be able to:</p> <ul style="list-style-type: none"> • Use phonic and vocabulary knowledge to try different pronunciations and self-correct, when encountering unfamiliar words • Identify a favourite author • Read books that are structured in different ways • Read for a range of purposes • Recognise and understand the use of speech marks in print and use these effectively when reading aloud • Recognise commas and use them appropriately when reading aloud • Use a range of strategies to read smoothly • Express their opinion about what they have read • Describe characters with reference to dialogue and actions • Summarise the main points of a short text and share this with others • Answer questions about a topic and provide evidence • Increase familiarity with a wide range of books and retell some of these orally • Begin to use inference to predict what may happen next • Identify themes and conventions in a range of books • Continue to build up a repertoire of poems learnt by heart | <p>In Y4, most children will be able to:</p> <ul style="list-style-type: none"> • Use a range of strategies to read smoothly and with expression • Read regular words that end in suffixes -ture, -ation, -ly • Read regular words with common prefixes super-, anti-, auto-, • Can express opinions about poems and stories encountered and justify their view • Use inference to discuss implied actions • Use dictionaries to check the meaning of words they have read |

| Prior Knowledge | New Knowledge: Summer Term |
|--|--|
| <p>In Y4, most children will be able to:</p> <ul style="list-style-type: none"> • Use phonic and vocabulary knowledge to try different pronunciations and self-correct, when encountering unfamiliar words • Read regular words that end in suffixes -ture, -ation, -ly • Read regular words with common prefixes super-, anti-, auto-, • Identify a favourite author • Read books that are structured in different ways • Read for a range of purposes • Recognise and understand the use of speech marks in print and use these effectively when reading aloud • Recognise commas and use them appropriately when reading aloud • Use a range of strategies to read smoothly and with expression • Can express opinions about poems and stories encountered and justify their view • Describe characters with reference to dialogue and actions • Summarise the main points of a short text and share this with others • Answer questions about a topic and provide evidence • Increase familiarity with a wide range of books and retell some of these orally • Use inference to discuss implied actions • Identify themes and conventions in a range of books • Continue to build up a repertoire of poems learnt by heart • Use dictionaries to check the meaning of words they have read | <p>In Y4, most children will be able to:</p> <ul style="list-style-type: none"> • Use a range of strategies to read smoothly and with understanding and expression • Read with accuracy, words with common prefixes dis-, mis-, in-, re- • Read with accuracy, words with common suffixes -sion, -cian, -ssion • Answer questions about a topic providing evidence from multiple sources • Describe characters in increasing depth, with specific reference to dialogue and actions: actual and implied • Read books that are structured in different ways • Read for a range of purposes |

How will we achieve our intent? (IMPLEMENTATION)

Y4: Autumn = 8 weeks + 7 weeks

Y4 Overview: The Lost Fairy Tales by Isabel Otter

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- listening to and discussing a wide range of books
- increasing their familiarity with a wide range of books

Story Time (10mins per day)
The Iron Man by Ted Hughes

Teaching Schedule

- 2 days INSET + 3 teaching days
 - Book Club: complete a reading questionnaire (see resources): research reveals that when teachers knew more about children's reading practices and experiences beyond school they were more effective in nurturing RfP and building communities of readers. They understood more about each individual child's interests and preferences. Thus they came to question what counts as reading in their classes, began to include more than just books and worked in collaboration with children to widen the variety of texts which were recognised for reading.
 - Book Club: visit the Community Library. Discuss favourite authors and genres and the importance of reading widely.
 - Book Club: discuss expectations for home reading; set routine for home-reading diaries. Select home reading books.
- Spirits of the Dead – p24-27
 - To use phonic and vocabulary knowledge to try different pronunciations and self-correct: dual coding to read unfamiliar words
 - To build reading fluency: (p25-27) use commas to separate clauses. Echo Reading
 - To orally retell a story: use **talk tokens** to ensure all members contribute to group discussion
 - To describe a character with reference to dialogue and actions: (p25-27) Q: The author describes Moremi as a 'bright young woman'. Find evidence to justify this opinion. SUPPORT – why was Moremi suspicious of the Egungun? – how did Moremi escape from the people of Ile-Igbo? STRETCH - how does the author convey the passage of time in which Moremi was a prisoner? Write simple character description of Moremi, using evidence from the text
 - Book Club: use **talk tokens** in informal book talk
- Sacred Waterfall – p37-41
 - To use inference effectively: discuss and explain the meaning of words in context
 - To build reading fluency: (p39) use punctuation to separate clauses. Echo Reading.
 - To describe a character with reference to actions: (p38 & p39) Q: How does the author use show-not-tell to describe Cloud and Rain? SUPPORT – how does Cloud and Rain make the cave seem safe, and why does he do this? – what does the word 'encouragingly' [p39] tell us about Cloud and Rain? STRETCH - why does the author use contrasting ideas to describe No Heart and Cloud and Rain? Use **clarifier & challenger** to discuss and share ideas
 - To provide evidence from the text: *impression and evidence from the text*

| Impression of Cloud and Rain (or other character) | Evidence from the text |
|---|-----------------------------|
| Cloud and Rain is honest and trustworthy | 'kindly eyes twinkling' |
| | 'calling out encouragingly' |
| Cloud and Rain wants to protect Bending Willow | |
 - Book Club: use **clarifier & challenger** in informal book talk
- Bella and the Bear – p60-65
 - To use phonic and vocabulary knowledge to try different pronunciations: chunking for multi-syllabic words
 - To build reading fluency: prepare to change voice to read speech. Echo Reading.
 - To summarise the main point of a short text: (p62-63) Q: The author tells us that Bella isn't afraid, but how does she show us? SUPPORT – what does Bella do when she sees the Crow's chicks? – how does Bella react when she first meets the swan? STRETCH - when and why is Bella afraid? Use **clarifier & summariser** to create a story map to summarise events
 - To orally retell a story: use **talk detectives** to ensure all members contribute. SCAFFOLD – sequence provided images of the animals in the story
 - Book Club: use **clarifier & summariser** in informal book talk
- The Snake King – p66-68
 - To use inference accurately: explore proper nouns. Explain that as long as we know these words are names, the pronunciation is not so important!
 - To build reading fluency: Teacher model reading p66-67. Use Echo Reading at p68 to explore hyphen and dash.
 - To answer questions about a text and provide evidence: Q: How does the author use contrasting images effectively? SUPPORT – what happened when Altyn-Aryg first tried to slay the snake? How was it different the second time? STRETCH - what made the difference to whether or not Altyn-Aryg was able to defeat the snake? Use **clarifier & summariser** to discuss and share ideas

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- d. To answer questions about a text and provide evidence: *the story is full of contrasting ideas... find and explain as many as you can. (two swords / father's impression of Atyn-Aryg at the start and end of the story / dead coming back to life / complete final part of quest on her own / father's perception of girls/boys / Kara-Kan vs Altyn-Kan and their attitude toward Atyn-Aryg)*
- e. Book Club: use **clarifier & summariser** in informal book talk
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6. Woodland Dancers – p89-93
- a. To use inference effectively: *discuss and explain the meaning of words in context*
- b. To use a range of strategies to read smoothly: (p91-93) *use commas to separate clause. Match-my-Time.*
- c. To identify themes in fairy stories: use **clarifier, challenger & summariser** in group discussion (*love/loss, good/evil, revenge, moral, friendship, overcoming hardship*); *provide a list of known fairy tales – match these to the themes that are presented*
- d. To make a reasoned prediction: *how might the story have ended if Betushka had followed the maiden's advice and NOT looked in the basket on the way home?*
- e. Book Club: use **summariser** in informal book talk
7. Reading Week - use this week to work through the class, listening to individuals reading their home-reading book. Use Reading Fluency Rubric (see resources) to offer advice about next steps. Children should be encouraged to bring their book to school every day. You may use this week to suggest that children bring in a favourite (bedtime) toy to read to/with. Classroom organisation: establish appropriate reading sound level: *children at this age will often read aloud*. You may provide struggling readers with some reading associated matching games. You may use some time to assign more confident readers to read/listen to struggling readers
- a. Use a range of strategies to read smoothly: *use child-chosen book and Reading Fluency Rubric (see resources) to give advice about next steps*
- b. Book Club: use **clarifier, challenger & summariser** in informal book talk

Y4 Overview: The Iron Man by Ted Hughes

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- **listening to and discussing a wide range of books**
- **increasing their familiarity with a wide range of books**

Story Time (10mins per day)

A Mummy Ate My Homework by Thiago de Moraes

Teaching Schedule includes assessment week which will need to be aligned to the school calendar

There are few words that children will not be able to read. Please use your judgement on each 'vocabulary' day based on your knowledge of children's reading ability and vocabulary store.

1. Blurb
 - a. To make a reasoned prediction: use **summariser** in small group discussion and fed-in facts to reveal a portion of the image of the Iron Man... What is it? What is the relationship between Iron Man and the boy?
 - b. To make a reasoned prediction: **Q: Given that this is a story written for children, what do you think will happen?**
SUPPORT – do children's stories usually have a happy or sad ending? -in children's stories is it usually the child or the adult that is the hero? **STRETCH** - common themes in children's stories are teamwork, good vs evil, bravery... which of these elements would you predict will be present in this story? use **summariser** in small group discussion; what do you think will happen at the beginning, middle, end of the story?
 - c. Book Club: use **talk detectives & summariser** in informal book talk
2. Chapter 1 – p2-5
 - a. To consider choice of vocabulary: *author's choice of vocabulary to describe a character (p2 - how can the wind 'sing?') (p2 – what does it mean to 'stand on the brink?') (p2 – how big was his head?) (p3 – how do you know the wind was strong that night?), (p3 – what does it mean to step into nothingness?) find verbs (scattered, tumbling, bumping...)*
 - b. To read smoothly: (p3-4) review 'sticky' vocabulary. Match-my-time
 - c. To discuss characters' actions and feelings: **Q: How does the author use words and phrases to manipulate how you feel about the Iron Man?** **SUPPORT** – (p4) why does the author repeatedly tell us that the Iron 'crashed'? - (p4) how does it make you feel when you read that the Iron man fell apart piece by piece? – (p5) how do you feel when you read that the rocked 'tumbled with him' and then there was silence? **STRETCH** - what is the impact of short sentences? Use **summariser & builder** in small group discussion
 - d. To describe a character: *how do you feel about the Iron Man when he...*
 - e. Book Club: use **summariser & builder** in informal book talk
3. Chapter 2 – p23 + p30-35
 - a. To use inference effectively: use **challenger & builder** to discuss the meaning of words in context (p23 – what is the impact of the short sentences and repetition at the end of the page?) (p23 – find a word which tells us that the farmers were angry) (p34 – find three synonyms that tell us the hole was big) (p34 – find a word which tells us that the hole was straight and smooth) (p35 – find a word which shows that the farmers were trying to trick the Iron Man)
 - b. To build reading fluency: (p30-35) use punctuation to read each phrase. Match-my-Time.
 - c. To use inference effectively: **Q: How does the author build an element of doubt for the reader?** **SUPPORT** – (p30-33) what questions does the author ask and why are these relevant? **STRETCH** - find evidence of the author talking directly to reader... why does he do this? use **summariser & builder** in small group discussion
 - d. To describe characters with reference to action: *Were the farmers right to be furious?*
 - e. Book Club: use **challenger, summariser & builder** in informal book talk
4. Chapter 3 – p64-73
 - a. To use inference effectively: use **summariser & builder** to discuss the meaning of words in context (p66 – find two similes to describe the appearance of the Iron Man) (p68 – find a word which shows that farmers deliberately tricked the Iron Man) (p71 – find a word which suggests that the Iron Man loved the food he was offered)
 - b. To build reading fluency: *phrasing; Match-my-Time. Use summariser to evaluate partners' reading*
 - c. To use inference effectively: use **summariser & builder** to share and discuss ideas (p69 – why could no-one believe that the Iron Man was 'marching behind the farmers?') (p70 – the Iron Man's eyes turned red... what might this suggest about how he was feeling?) (p71 – explain the phrase, 'never before had the Iron Man eaten such delicacies') (p70-73 – draw a continuum to explain the significance of the colour of the Iron Man's eyes... how might this relate to his feelings?) (p70 + p73 – explain the contrast of the RUST that the author uses to describe the Iron Man)
 - d. To summarise the main points: **Q: How does the author use contrasting ideas about RUST to explain the Iron Man's feelings?** **SUPPORT** – (p71) what was one of the Iron Man's favourite things to eat? – (p73) the Iron Man was 'no longer rusty'... what does this imply about why he was rusty? **STRETCH** - what other contrasting ideas does the author use? sketch the scene – include words/phrases from the text [eg. blue eyes to show he is happy]
 - e. Book Club: use **challenger, summariser & builder** in informal book talk

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5. Chapter 4 – p90-96

- a. To use inference effectively: use **summariser & builder** to discuss the meaning of words in context (p90 – find a word which means ‘meet his needs’) (p91 – find a word which means ‘announce’ or ‘start’) (p91 – find a word which means ‘together’) (p91 – find a word which means ‘missile’) (p93 – find a word which means ‘extreme sadness’) (p96 – find a words which shows ‘extreme grief or sadness’)
- b. To build reading fluency: use **summariser** to understand dashes and hyphens. Echo Reading.
- c. To participate in discussions about a text: Q: (p93) Why do you think the dragon was smiling? SUPPORT – (p73) how does the author describe the noise of the battle? – (p93) who was fighting against the dragon? – (p94) what other options do the people of the world have? STRETCH - what is the impact of the one-word sentence, ‘Smiling!’? use **challenger, summariser & builder** to discuss and share ideas
- d. Express my opinion about what I have read: is the Iron Man a ‘goodie’ or a ‘baddie’? Explain with reference to the text.
- e. Book Club: use known talk tactics (**builder, summariser, clarifier, challenger**) in informal book talk

6. Chapter 5 – p103-112

- a. To use inference effectively: use **summariser & builder** to discuss the meaning of words in context (p104 – find a word which means ‘run hurriedly’) (p105 – find a word which means ‘someone who lacks courage’) (p106 – find a word which means ‘shocked’) (p106 – find a word which means ‘silly or amusing behaviour’)
- b. To read smoothly: review words which might be stumbling blocks; use phonic knowledge to read accurately. read punctuation effectively. Match-my-Time.
- c. To identify themes in a story: Q: What is the author’s message within this story? SUPPORT – what did the people think of the Iron Man when they first met him, and how did they form that opinion? – why did the people of the world change their opinion of the Iron Man? STRETCH - what is the impact of the one-word sentence, ‘Smiling!’? use **consensus circle** to discuss most relevant themes (love/loss, good/evil, revenge, friendship & trust, overcoming hardship) presented in the book
- d. To apply my learning: comprehension exercise + associated questions - **Magic Garden comp**
- e. Book Club: use **known talk tactics (builder, summariser, clarifier, challenger)** in informal book talk

7. Assessment Week

- a. Complete assessment
- b. Review answers – Qs I got right because I knew the answer / Qs I got right because I reasoned the answer / Q I got wrong because I didn’t know the answer / Qs I got wrong but should have got right
- c. Book Club: **build reading stamina** – discuss importance of reading silently and independently. Offer a range of reading materials, onscreen and in print, and challenge readers to try this for 7 minutes.... How did it feel? Challenge to extend this to 9 minutes... how did it feel? Discuss how reading silently and for a prolonged period can help to build reading stamina. Discuss strategies for struggling readers.
- d. Book Club: **Increase familiarity with a range of books** – allow browsing time to give readers an opportunity to make verbal recommendations. Discuss how we might choose a book and whether it is OK not to finish... How long should we persevere with a book before we decide we want to swap?
- e. Book Club: **become a storyteller: working in groups of three or four, assign one person to be the storytelling, giving a verbal recount of a story that they know well. Discuss characteristics of a good listener and of a good storyteller. Evaluate.**

Y4: Spring = 6 weeks + 7 weeks

Y4 Overview: A Mummy Ate My Homework by Thiago de Moraes

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- **listening to and discussing a wide range of books**
- **increasing their familiarity with a wide range of books**

Story Time (10mins per day)

Selection of short stories – including poems child chosen

Teaching Schedule includes Reading Week for individual assessment

1. Gods of Ancient Egypt (see back of the book)
 - a. Use a dictionary to check the meaning of words: *introduce vocabulary relating to Ancient Egypt and the gods. (deity, pharaoh, hieroglyphs) Use the hieroglyphics page to write your own name.*
 - b. To read phrases smoothly: *use phonics knowledge to read the names of the Gods. Phrasing, bit-by-bit.*
 - c. Book Club: *use talk detectives in informal book talk*
2. Chapter 2 – p14-29
 - a. To read regular words that end in suffixes (eg -ture, -ation, -ly): (p14- 29) *use summariser & builder to discuss the meaning of words in context (incredibly, definitely, apparently, evolution, expression, friendly, greatest, finally, Egyptian)*
 - b. To read smoothly and with expression: *notice author's chatty style. Echo Reading.*
 - c. To use inference accurately: **Q: Who is the intended audience for this book – and what makes you think that?**
SUPPORT – find examples of humour that the author uses – how old do you think Henry is – and what makes you think that? – what clues do you get from the layout that this book is written for a specific age group? STRETCH – why do you think this book is written in the First Person?
 - d. To summarise main ideas drawn from more than one paragraph: *use talk tactics to describe what clues Henry spots and what conclusions he draws from these.*

| Clues | This could mean that |
|-----------------------------------|---|
| Lots of sand | Henry is not at home, he is somewhere hot |
| | Henry is definitely not in Spain |
| Henry wakes up surrounded by kids | |

- e. Book Club: *use talk tactics in informal book talk*
3. Chapter 6 – p108-119
 - a. To read regular words that include suffixes and common prefixes: (**vegetation, friendly, dismantled, elegantly, treasure, probably, enormous, reasonably, expectation, disappointing, reorganising, alphabetical, absolutely, apparently**) *use summariser & challenger to discuss the meaning of words in context*
 - b. To read smoothly and with expression: *. Echo Reading. Self-correct and re-read as necessary*
 - c. To use inference to discuss implied actions: **Q: What does this passage reveal about Henry's character? SUPPORT – (p110) why did Henry NOT want to think about 'servants? – (p110) what did Henry think about his partners for the visit? – (p115) how did Henry feel about going inside the tomb? STRETCH – would you like to be friends with Henry - explain? use talk tokens to discuss and share ideas**
 - d. To summarise effectively: (p110 – 115) *Henry and his classmates went to visit some temples. What was the most interesting/disturbing thing they saw on the visit? Explain fully, using evidence from the text.*
 - e. Book Club: *use talk tokens in informal book talk*
4. Chapter 8 – p166-180
 - a. To read regular words that include suffixes and common prefixes: (**absolutely, particularly, intention, enormous, unusual, direction, successful, useless, completely, discussion**) *use clarifier & challenger to discuss the meaning of words in context*
 - b. To read smoothly and with expression: *Echo Reading. Summarise the action*
 - c. To express my opinion: **Q: Henry respects authority. Was he right to challenge Uzzy's decision? (p172-) SUPPORT – why does Henry not like Uzzy? – why does Uzzy not like Henry? STRETCH – did Henry understand the potential consequences of standing up to Uzzy? use clarifier & builder to hot-seat the characters (Uzzy, Henry)**
 - d. To express my opinion effectively: *Was Henry right to challenge Uzzy's authority? Explain, using evidence from the text.*
 - e. Book Club: *use talk tactics in informal book talk*

continued overleaf

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5. Chapter 9 – p184-195

- a. To read regular words that include suffixes and common prefixes: (*reputation, impossible, brilliance, murderous, ravenous, necessarily, surprisingly, fanatic, sacrifice, convince*) use *clarifier & challenger* to discuss the meaning of words in context
 - b. To read smoothly and with expression: *Echo Reading*. Use *summariser* to understand the story bit-by-bit.
 - c. To apply my learning: *A Mummy Stole My Homework comp* (see resources)
 - d. To justify my opinion: *write a book review... like/dislikes/puzzles/patterns* What did you enjoy about this story? Who else would enjoy this story?
 - e. Book Club: use *summariser* in informal book talk
6. Reading Week – use this week to work through the class, listening to individuals reading their home-reading book. Use Reading Fluency Rubric (see resources) to offer advice about next steps. Children should be encouraged to bring their book to school every day. You may use this week to suggest that children bring in a favourite (bedtime) toy to read to/with. Classroom organisation: establish appropriate reading sound level: *encourage silent, independent reading*. You may provide struggling readers with some reading associated matching games. You may use some time to assign more confident readers to read/listen to struggling readers
- a. Use a range of strategies to read smoothly: use *child-chosen material and Reading Fluency Rubric* to give advice about next steps
 - b. Book Club: use *clarifier, challenger & summariser* in informal book talk

Overview: Ancient Egyptians (Discover & Learn Study Book)

Commented [CP4]: This has been moved to AUTUMN

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- **listening to and discussing a wide range of books**
- **increasing their familiarity with a wide range of books**

Story Time (10mins per day)

Romans on the Rampage by Jeremy Strong

Teaching Schedule includes assessment week which should be aligned to the school calendar

To be taught in an order complicit with the teaching of history this term.

SUPPORT: National Geographic Kids – Ancient Egypt (Level 4 reader)

1. The River Nile (p4-5) / National Geographic p6-9
 - a. To use dictionaries to check the meaning of words: *explore the glossary; notice that the glossary is presented in alphabetical order*
 - b. To read smoothly: *MODEL read phrasing bit-by-bit with ongoing summary.*
 - c. To summarise effectively: **Q: Explain the importance of the River Nile. SUPPORT –how much of the country is desert? – what do you think happened to farmers if the Nile flooded too much or too little? STRETCH – which lifeforms did the Nile sustain? Explain.** use *summariser* in a trio discussion to share ideas.
 - d. To summarise effectively: *Explain the importance of the River Nile with reference to at least 3 key facts from the text*
 - e. Book Club: use *talk tactics* in informal book talk
2. The Pharaohs (p10-11) + Famous Faces (p12-13) / National Geographic p10-13 [we read about Hatshepsut in Y3]
 - a. To use phonic and vocabulary knowledge to try different pronunciations and self-correct: *dual coding to read unfamiliar words*
 - b. To read smoothly: *MODEL read phrasing bit-by-bit with ongoing summary to understand key concepts (underlined)*
 - c. To retrieve facts from NF text: **Q: How did pharaohs convince people of their power? SUPPORT –How did female pharaohs portray themselves? – what was the pharaoh in charge of? STRETCH – why was it important for pharaohs to look powerful?** use *challenger & builder* in small group discussion
 - d. To retrieve facts from NF texts: *make a quiz for your friend to solve*
 - e. Book Club: use *talk tokens* in informal book talk
3. Egyptian Gods (p14-15) + Priests (p16-17)
 - a. To read regular words that end in suffixes (-ture, -ation, -ly)and begin with common prefixes: (**creation, thoroughly, picture, reborn, guardian, mummification,**)
 - b. To read smoothly: *MODEL read phrasing bit-by-bit with ongoing summary to understand key concepts (underlined)*
 - c. To express my opinion about what I read: **Q: Do you think it was useful or confusing to have so many different gods? SUPPORT –Tell me about three different gods. – if you were a farmer, who would be the most important god for your family? STRETCH – do you think people were afraid of their gods?** use *talk detectives* to ensure all members contribute to group discussion; use a concept cartoon to prompt discussion
 - d. To express my opinion about what I read: *Do you think it was confusing to have so many different gods?*
 - e. Book Club: use *talk tactics* in informal book talk
4. Life after Death (p18-19) + Pyramids (p20-21) / National Geographic p14-21
 - a. To read regular words that use common suffixes and prefixes: (**necessarily, heavenly, completely, beautifully, properly, possibly, disappear, mummified, mummification, mysterious**)
 - b. To read smoothly: *MODEL read phrasing bit-by-bit with ongoing summary of key concepts (underlined)*
 - c. To justify my view: **Q: Compare the Egyptians belief in an afterlife to that of another religion. SUPPORT –what does Islam/Christianity teach about the afterlife? How is this similar to or different from the beliefs of Ancient Egypt? STRETCH – did all people have equal access to the afterlife?** use *challenger & builder* to discuss and share ideas.
 - d. To justify my view: *how does the view of the Afterlife compare to what [you] believe?*
 - e. Book Club: use *talk tokens* in informal book talk
5. Homes & Families (p24-25) + Childhood (p26-27)
 - a. To read and understand words of two or more syllables: **childhood, teenager, wealthy, important, government, usually, complicated, hieroglyphs, alphabet, business, archaeologists, piggyback, jousting, senet)** use *chunking and dual coding* to read unfamiliar words
 - b. To read smoothly: *MODEL read phrasing bit-by-bit with ongoing summary of key concepts (underlined)*
 - c. To summarise main ideas: **Q: How was school in Ancient Egypt different from your experience? SUPPORT –what was the different experience of boys and girls? – what was the different experience of children from rich or poor families? STRETCH – do you think 'copying' is an effective way to learn?** use *summariser* within a trio discussion
 - d. To summarise main ideas drawn from more than one paragraph: *How does school in Ancient Egypt compare to your experience?*
 - e. Book Club: use *talk tactics* in informal book talk

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6. Food & Farming (p28-29) + Trade & Travel (p30-31)

- a. To use dictionaries to check the meaning of words: *use glossary and class dictionaries to explore unfamiliar words – child chosen*
- b. To read smoothly: *MODEL phrasing bit-by-bit with ongoing summary of key concepts (underlined)*
- c. To participate in discussion about books: **Q: What items are there that you could barter with? SUPPORT –why did Ancient Egyptians barter if they were the wealthiest country in the world? – how important was trade? STRETCH – how would you decide the value of each bartered item? use summariser in a small group discussion**
- d. To apply my learning: *Ancient Egypt comp (see resources)*
- e. Book Club: *use talk tokens in informal book talk*

7. Assessment Week

- a. Complete assessment
- b. Review and categorise answers: *Qs I got right because I knew the answer / Qs I got right because I reasoned the answer / Q I got wrong because I didn't know the answer / Qs I got wrong but should have got right*
- c. Book Club: *review home-reading expectations and habits*
- d. Book Club: (TWO DAYS): *Reading River. Create a reading river to show the books that you have read this year at school and at home. Include images of front covers and a 5 word review for each book.*



- e. Book Club: *see yesterday...*

Y4: Summer = 4 weeks + 7 weeks

Y4 Overview: Romans on the Rampage by Jeremy Strong

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- **listening to and discussing a wide range of books**
- **increasing their familiarity with a wide range of books**

Story Time (10mins per day)

Mr Shakespeare's Plays by Marcia Williams including:
Midsummer Night's Dream / Romeo & Juliet / Macbeth
Selection of Short Stories and Poems – child chosen

Teaching Schedule includes assessment week which will need to be aligned to the school calendar

As the book progresses:

- **keep a bank of Latin terminology that has made its way into modern day vernacular + a bank of Roman names – ending in -us and -a.**

1. Chapter 2 – p11-15

- To use inference effectively: *discuss humorous meaning of the characters' names (Krysis, Perilus, Corvus, Hysteria Thesaurus) as well as key words from the chapter (apologetic, remorseful, appendage, serene, bewailing, scorn)*
- To read smoothly with understanding: *Bit-by-Bit... read phrases with ongoing summary to check understanding*
- To read books that are structured in different ways: **Q: How does the author engage the reader? SUPPORT – which punctuation does the author use to directly explain things to the reader? – find examples of humour. STRETCH – why does the author keep talking to the reader? Use *challenger, builder & summariser* to discuss and share ideas**
- To describe characters in increasing depth: *What do you know about Corvus? Explain, using evidence from the text.*
- Book Club: use **talk detectives** to monitor informal book talk

2. Chapter 5 – p48-54

- To read words with common suffixes and prefixes: (**obvious, -us at the end of names, nevertheless, reappeared, hitched, careering, immediately, blathering**) *discuss meaning of words in context*
- To read smoothly, with understanding and expression: *pay attention to local inference: follow the pronouns so that you know who is speaking and can use an appropriate voice for their dialogue. Look particularly at the times that Corvus is talking to the reader. Echo Reading.*
- To answer questions about a topic, providing evidence: **Q: What do his actions and words reveal about Scorcha? SUPPORT – Scorcha bribes Perilus. Why is that necessary? – which of these words describes Scorcha? (influential, bossy, timid, verbose, teacher, hopeless) STRETCH – why is Perilus spending so much time with Scorcha? use *challenger, builder & summariser* to discuss and share ideas, using evidence in the text.**
- To describe characters with reference to dialogue and actions: *Using evidence from the text, explain why Flavia might be concerned about Perilus spending so much time with Scorcha?*
- Book Club: use **talk tokens** in informal book talk

3. Chapter 9 – p96 - 103

- To use inference effectively: use **summariser & challenger** to discuss the meaning of words in context (p96: find a word which means loud and confused noise. p98: find a word which means a complicated machine. p99: find a word which means copy. p99: find a word which means concealed (or hard to see through). p99: find a word which means shining or glowing brightly. p101: explain why the name of the slave is appropriate for the story.)
- To read smoothly, with understanding and expression: *Bit-by-Bit...read phrases with ongoing summary to check understanding.*
- To use a range of strategies to read with understanding: **Q: How can you follow dialogue if the author does not tell you who is speaking? SUPPORT –p96: who says 'Is that sensible??' – p97: who says 'I've got a plan.'? STRETCH – why does the author NOT tell us who is speaking every piece of dialogue? Use a *summariser* to present opinions of the group**
- Answer questions about a topic, providing evidence: *Create an emotions graph to show Perilus's changing mood throughout p96-103. Use evidence from the text.*



p99: Scorcha goes for it

p103: Scorcha is caught by The Ghastlies

- Book Club: use **talk tactics** in informal book talk

continued overleaf

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4. Chapter 12 – p129-135

- a. To use inference effectively: use *summariser & challenger* to discuss the meaning of words in context – child chosen.
- b. To read smoothly, with understanding and expression: *insist on re-reading to eliminate hesitation and to add expression. Match-my-Time. Q: How does reading smoothly aide our understanding?*
- c. (2 days) To sequence events accurately: *create a cartoon strip to show the events of the chariot race from start to finish. Use evidence from the text. (SCAFFOLD: give key events and have chn sequence these)*
- d. (see above)
- e. Book Club: use *talk tokens* in informal book talk; generate a 3-word review of your chosen book

Y4 Overview: Mr Shakespeare's Plays by Marcia Williams

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Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- **listening to and discussing a wide range of books**
- **increasing their familiarity with a wide range of books**

Story Time (10mins per day)

White Dolphin by Gill Lewis (chn will study this book in Y5 Aut
Selection of Short Stories and Poems – child chosen

Teaching Schedule includes reading week and assessment week

SEND:

- use sound buttons and GPCs to assist independent reading.
- Summarise the run-up to the extract to be read
- Explain unfamiliar vocab which would otherwise hamper comprehension of the plot
- Use role play to explore plot

1. Assessment week

- Complete Assessment
- Review Answers and categorise these: Qs I got right because I knew the answer / Qs I got right because I reasoned the answer / Q I got wrong because I didn't know the answer / Qs I got wrong but should have got right
- Book Club: *to build stamina for reading – discuss strategies for silent, independent reading. Challenge readers to apply silent reading for 8 / 10 minutes. We will measure the effectiveness of reading by asking them to summarise their reading. Discuss reading strategies to aid comprehension (use punctuation effectively, read at a conversational pace, use local inference to estimate the meaning of unfamiliar words in context)*
- Book Club: OU RFP Survey to evaluate reading habits
- Book Club: Write a 3-word review for the books in our class library. (Use strips of A3 paper, to wrap a 3-word review around each cover)

2. A Midsummer Night's Dream (chn read this story in Y3) – A Comedy

- To read with accuracy, words with common prefixes and suffixes: **consequently, refusing, unable, revealed, rehearse, instantly, fearfully, mischievous, action, displeased, attention, especially, displeased, restore, reunited**. Teacher read p1-2. Chn read p3-4 (SEN: Illustrated Stories, p234-237)
- Read books that are structured in different ways: *explain that Shakespeare wrote plays. The images at the side of the page represent the audience. The speech within the comic strip represent quotes from the Shakespearian text. Read p3-4. (SEN: Illustrated Stories, p234-237) Echo Reading.*
- Read for a range of purposes: Read p3-4. (SEN: Illustrated Stories, see Character list) Create a mind-map to track the relationships of key characters.
- Describe characters in increasing depth: **Q: How does Shakespeare use humour? SUPPORT – Oberon planned the trick... what was his plan? – what did Puck do to Bottom? – explain the mix-up. STRETCH – Bottom was not displeased by the attention. What does this tell us about Puck's prank? Read p3-4 (SEN: Illustrated Stories, p234-237);**
- Book Club: use **talk detectives** + 3-word review

3. Over Hill, Over Dale (from a Midsummer Night's Dream, Act 2, Scene 1) (see resources)

Overarching LO: To build up a repertoire of poems

- To discuss and explain the meaning of words in context: *see the glossary presented with the poetry. Ensure that children can read and understand these words.*
- Use a range of strategies to read with understanding: *Explore punctuation and how this separates clauses. MODEL phrasing, bit-by-bit with ongoing summary for understanding. Echo Reading.*
- Summarise the main points and share this with others: **Q: Who is talking? What is she doing? What is the pearl that she wants to find? challenger & summariser share ideas in small groups**
- Answers questions accurately: *Over Hill Over Dale Comp (see resources)*
- Book Club: use **talk tokens** + 3-word review

continued overleaf

4. Romeo and Juliet – A Tragedy
 - a. Use a range of strategies to read smoothly: *read Proper Nouns...Verona, Capulet, Montague, Romeo, Juliet, Mercutio, Rosaline, Tybalt, Laurence, Benvolio; read p1-2; why do all of these words need capital letters?*
 - b. Use a range of strategies to read with understanding: *read p1; work in small groups to role-play the story of how Romeo and Juliet met. Use lines from the play (do you bite your thumb at us? / did my heart love till now? / the only son of your great enemy / my only love sprung from my only hate) Use talk tactics + prober in small discussion: why this was a dangerous liaison?*
 - c. Read for a range of purposes: *read p1-2; Present the quote: 'A plague on both your houses!' Use talk tactics + prober in small discussion: Q: How is Mercutio killed? SUPPORT –whose friend is Mercutio? – who wanted to fight Romeo? – why did Romeo not want to fight? STRETCH – how has Shakespeare echoed real life in this scene?*
 - d. Answer questions about a topic, providing evidence: *Friar Laurence knew that the two families were enemies. Why did he agree to marry Romeo and Juliet in secret? (consider Friar Laurence's job and his standing in the community)*
 - e. Book Club: *Hot Air Balloon Debate – which book should I read next? Use prober*
5. Macbeth – A Tragedy
 - a. Use a range of strategies to read smoothly: *(p1-2) focus on the /ee/ sound – bleak, heath, defeated, delight, three, greeted, sleeping, reluctantly, hurlyburly; read p1-2*
 - b. Use a range of strategies to read with understanding: *Review punctuation and how this separates clauses. MODEL phrasing, bit-by-bit with ongoing summary for understanding. Echo Reading*
 - c. Answer questions about a topic, providing evidence: *read p1-2; Q: The three witches prophesied that Macbeth would be King. Find evidence to show that this prophecy came true. SUPPORT –whose friend is Mercutio? – who wanted to fight Romeo? – why did Romeo not want to fight? STRETCH – do you think that without the witches' prophecy, Macbeth would still have killed Duncan? Use prober to find evidence for the fulfilling of the prophecy*
 - d. Answer questions about a topic, providing evidence: *read p1-2; Who was responsible for the death of King Duncan? Explain, using evidence from the text*
 - e. Book Club: *use talk tokens incl prober + 3-word review*
6. Round About the Cauldron Go (from Macbeth, Act 4, Scene 1) *(see resources)*

Overarching LO: To build up a repertoire of poems learnt by heart

 - a. Discuss and explain the meaning of words in context: *see glossary presented with the poetry. Ensure all children know how to pronounce and understand vocabulary.*
 - b. Use a range of strategies to read with understanding: *use punctuation to visualise each phrase/idea within the poem. Read Bit-by-Bit with ongoing summary to check understanding.*
 - c. (2 days) Perform a section of the poem: *evaluate own and others' performances*
 - d. (see above)
 - e. Book Club: *Hot Air Balloon Debate – who is your favourite author? Use prober*
7. Reading Week - use this week to work through the class, listening to individuals reading their home-reading book. Use Reading Fluency Rubric (see resources) to offer advice about next steps. Children should be encouraged to bring their book to school every day. You may use this week to suggest that children bring in a favourite (bedtime) toy to read to/with. Classroom organisation: establish appropriate reading sound level: *encourage silent, independent reading*. You may provide struggling readers with some reading associated matching games. You may use some time to assign more confident readers to read/listen to struggling readers
 - a. Use a range of strategies to read smoothly: *child-chosen text and Reading Fluency Rubric to give advice about next steps*
 - b. Book Club: *Use consensus circle to discuss my next read!*