
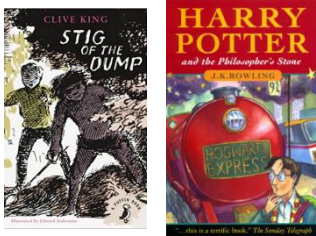


Year 4						
Reading Spine			<p>The Witches - Roald Dahl Charlie and the Chocolate Factory – Roald Dahl Matilda – Roald Dahl The Sheep Pig – Dick King-Smith Harry Potter and the Philosopher’s Stone – JK Rowling Stig of the Dump – Clive King Varjak Paw - S F Said The Demon Headmaster - Gillian Cross Charlotte’s Web - E.B White Oliver and the Seawigs - Sarah McIntyre</p>			
Author of the Term	Roald Dahl		Dick King-Smith		JK Rowling	
Poetry Spine	<p>Deep in the Green Wood Hot Like Fire Hello H₂O Sensational!</p>					
Reading at Home	<p>Children are expected to read at least 4 times a week at home. Adults at home record when their child reads in their Reading Record Folder. Reading Record Folders are checked regularly in school. Every child reads to an adult regularly in school and children who do not regularly read at home read more than once a week to an adult in school.</p>					
Reading for Pleasure	<p>Daily storytelling sessions are timetabled. Adults read a range of genres covering poetry, fiction and non-fiction. Class bookcase available for children to select books from for reading for pleasure. Topic boxes from SSE Somerset Library Services available in class for children to read.</p>					
	Topic Related Texts:					
	<ul style="list-style-type: none"> Stone Age Boy 	<ul style="list-style-type: none"> The Ancient Greek Mysteries So You Think You’ve Got it Bad? A Kid’s Life in Ancient Greece 	•	•	•	•
Reading Assessment	<ol style="list-style-type: none"> Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1) Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1) Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read 					

6. Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally
7. Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination
8. Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry
9. Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books
10. Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context
11. Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity
12. Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text
13. Understand what he/she reads independently by predicting what might happen from details stated and implied
14. Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these
15. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials
16. Retrieve and record information from non-fiction over a wide range of subjects
17. Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say