

Year Four	Reading Content Domains and Writing Genres									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	Recount	Recount	Recount	Information	Information	Information	Narrative	Narrative	Narrative	Poetry
	Retrieval	Retrieval	Retrieval	Retrieval	Retrieval	Inference	Inference	Inference	Inference	Additional Content Domains
Winter	Procedural	Procedural	Procedural	Persuasion	Persuasion	Persuasion	Formal Letter	Formal Letter	Description	
	Retrieval	Retrieval	Retrieval	Inference	Inference	Inference	Words in Context	Words in Context	Words in Context	
Spring	News report	News report	News report	Diary	Diary	Diary	Narrative	Narrative	Narrative	Poetry
	Retrieval	Retrieval	Retrieval	Retrieval	Inference	Inference	Inference	Inference	Additional Content Domains	Additional Content Domains
Summer	Explanation	Explanation	Explanation	Biography	Biography	Biography	Playscript	Narrative	Narrative	Narrative
	Retrieval	Retrieval	Retrieval	Words in Context	Words in Context	Words in Context	Additional Content Domains	Inference	Inference	Inference
Skills to practise during Book Talk		Summarise from more than one paragraph			Predict from given, and implied, information			How <b>related information</b> contributes to meaning		

Reading – Year 4					
Reading opportunities:	Book Talk (FLOW)	A Time to Read (adult read aloud)	ERIC	Library	Reading aloud
	Vocabulary (FLOW)	Fluency (FLOW)	Anthologies	Reading across the curriculum	Reading aloud own writing
NC Statutory Content					
<b>Word reading</b>					
Apply their growing knowledge of root words, prefixes and suffixes ( <b>etymology and morphology</b> ) as listed in <u>Appendix 1</u> both to read aloud and to understand the meaning of new words they meet.					
Read <b>Year 3 and 4 common exception words</b> , noting the unusual correspondences between spelling and sound and where these occur in the word.					
<b>Comprehension</b>					
<b>Develop, and maintain, positive attitudes to reading and understanding of what they have read by:</b>					
<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of different purposes.</li> <li>• Using dictionaries independently to check the meaning of words they have read.</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Identifying themes and conventions in a wide range of books.</li> <li>• Preparing poems and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action.</li> <li>• Discussing words and phrases that capture the reader’s interest and imagination.</li> <li>• Recognising some different forms of poetry (for example, free verse, narrative poetry)</li> </ul>					
<b>Understand what they read in books they can read independently by:</b>					
<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of <b>words in context</b>.</li> <li>• <b>Asking questions</b> to improve their understanding of a text.</li> <li>• Drawing more complex <b>inferences</b> as well as those such as inferring characters’ feelings, thoughts and motives from their actions and justifying <b>inferences</b> with <b>evidence</b>.</li> <li>• <b>Predicting</b> what might happen from details stated and implied.</li> <li>• Identifying main ideas drawn from more than one paragraph and <b>summarising</b> these.</li> <li>• Identifying how language, structure and presentation <b>contribute to meaning</b>.</li> </ul>					
<b>Retrieve and record information from non-fiction</b>					
<b>Participate in discussion about books</b> , poems and other works that are read to them, and those they can read for themselves, taking turns and listening to what others say.					