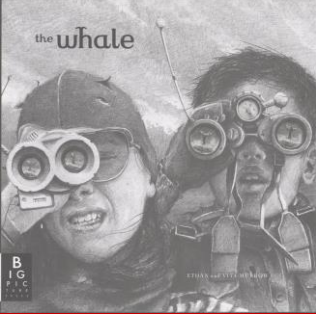


Year Four – Autumn 1

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	The Whale Environmental Impact	Perseus & Medusa Religious & Cultural Diversity	The Lost Thing Individuality, Displacement & Invasion & Social Change	The Vanishing Rainforest Environmental Impact & Displacement & Invasion, Social Change	The Journey Displacement & Invasion	Manfish Environmental Impact & Technological Innovation
Statutory Requirements	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and • Reference books or textbooks • Reading books that are structured in different ways and reading for a range of <ul style="list-style-type: none"> • Purposes • Using dictionaries to check the meaning of words that they have read • Increasing their familiarity with a wide range of books, including fairy stories, • Myths and legends, and retelling some of these orally • Identifying themes and conventions in a wide range of books • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discussing words and phrases that capture the reader’s interest and imagination • Recognising some different forms of poetry [for example, free verse, narrative poetry] • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising these • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 					
Explanatory Phrases	<p>Build on previous vocabulary:</p> <p>I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions...</p>			<p>And focus on phrases first introduced in Y3:</p> <p>...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>		

Writing Curriculum Overview: Autumn 1

<p>Quality Text & Writing Outcomes</p>	<p>The Whale</p> <p>Poetry: Simile & Metaphor Fiction: Adventure & Myth (Setting & Atmosphere) Non-fiction: Recount (Newspaper Report)</p>	
<p>Word</p>	<p>Build on previous year and focus on: The grammatical difference between plural and possessive –s.</p>	
<p>Sentence</p>	<p>Build on previous year and focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials [for example, Later that day, I heard the bad news].</p>	
<p>Text</p>	<p>Build on previous year and focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of paragraphs to organise ideas around a theme.</p>	
<p>Punctuation</p>	<p>Build on previous year and focus on: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]. Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]. Use of commas after fronted adverbials.</p>	