



St. Walburga's Catholic Primary School **Reading Scheme**



YEAR 4	AUTUMN	SPRING	SUMMER
TOPICS	Ancient Civilisations - The Egyptians	Rainforests	The Romans
TEXTS	F - Cinderella of the Nile by Beverley Naidoo N/F - Everything Ancient Egypt P - The Crocodile by Lewis Carroll F - The Story of Tutankhamun by Patricia Cleveland-Peck F - The Incredible Book Eating Boy by Oliver Jeffers N/F - Gut Garden: Digestive System by Katie Brosnan P - The Poetry of Joseph Coelho	F - Cinnamon by Neil Gaimmon [fable] N/F - A-Z of Endangered Animals by Jennifer Cossins P - Haiku Poems F - The Iron Man by Ted Hughes	N/F - How does a lighthouse work? By Roman Belyaev F - Queen of Darkness by Tony Bradman P - The Lost Words

SKILLS/DOMAINS	SKILLS	SUGGESTED ACTIVITIES
Word Reading: Phonics and Decoding	- Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. - Apply their growing knowledge of root words, prefixes (<i>e.g. sub-, inter-, anti-, auto-</i>) and suffixes (<i>e.g. -ation, -ous, -tion, -sion, -ssion, -cian</i>) (etymology and morphology) as listed in National Curriculum English Appendix 1, both to read aloud fluently and to understand the meaning of new words they meet - Accurately and fluently read books written at an age-appropriate interest level at a speed that is sufficient to enable a focus on reading and understanding what they have read. - Read silently and be able to comment on what they've read, (e.g. referring to the author, blurb, content and genre).	General objectives covered verbally throughout the year Complete a root word, prefix or suffix sorting matching activity
Word Reading: CEWs	Read all Y3 and Y4 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word.	Reading Diary/Log
Word Reading: Fluency	At the start of KS2, teaching comprehension will be taking precedence over teaching word reading directly. Any focus on word reading will be supporting the development of vocabulary. <i>NB - Children working significantly below age-related expectations will have teaching intervention and differentiated support to enable them to reach age-related expectations as quickly as possible. [Following the School Reading Scheme]</i>	
Comprehension Words in Context and Authorial Choice [Vocabulary]	- Discuss vocabulary used to capture readers' interest and imagination, using both prior knowledge and background information and vocabulary provided by the teacher. - Use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words (<i>link to NC Appendix 1: Y3/4</i>) - Identify how language, structure and presentation contribute to meaning, and discuss its effectiveness, (<i>e.g. similes to create pictures and alliteration and rhyme to create sound effects</i>).	General objectives covered verbally throughout the year <i>Literacy Shed Plus</i>
Comprehension Inference	Draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text, (<i>e.g. use knowledge of what characters have done so far to infer what they might be thinking about an event and how this might differ between the characters</i>).	<i>Ninja Comprehension</i>
Comprehension Prediction	Make and justify predictions from details stated and implied, (<i>e.g. about how a character will act in a particular setting or in response to an event and whether it was unexpected, such as predict what might happen in a Horrid Henry book based on knowledge of characters, their behaviour and events in other books</i>).	
Comprehension Comparing, Contrasting and Commentating [Explain/Retrieve]	- Regularly read, listen to, discuss and compare a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, (including whole books). - Show an understanding for the necessity of reading for a range of purposes, (<i>e.g. enjoyment, to find out information or the meaning of new words</i>). - Take turns and listen to what others say, being able to respond to a peer's comment. - Sequence the main events in longer stories into the five stages, (Context - Conflict - Climax - Closure - Conclusion). - Identify main ideas drawn from more than one paragraph and summarise these, (<i>e.g. 'The character is scared of spiders, the dark and lightning.'</i> [Each example of what the character is scared of is taken from a different paragraph]). - Identify how language, structure and presentation contribute to meaning, (<i>e.g. Why do you think the author uses short sentences? How do the illustrations/choice of font [Bold/Italics] contribute to meaning?</i>) - Identify themes and conventions in a wide range of books and make simple connections between texts, (<i>e.g. similarities in plot, topic or books by the same author, about the same characters</i>) - Refer to authorial style, overall themes (<i>e.g. triumph of good over evil</i>) and features (<i>e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings</i>).	
Poetry and Performance	- Prepare and perform poems and play scripts, individually or together, with appropriate techniques (<i>intonation, tone, volume, and action</i>) to show awareness of the audience when reading aloud. - Recognise and discuss some different forms of poetry and their structure, (<i>e.g. free verse, narrative poetry, haiku, limericks, cinquains, kennings</i>).	
Non-Fiction	- Use all the organisational devices available within a non-fiction text to retrieve, record and discuss information, (<i>e.g. sub-headings, contents page, glossary, captions, text boxes, diagrams</i>). - Use dictionaries to check the meaning of words that they have read.	