

Reading Yearly Planner – Year 4

• **Develop positive attitudes to reading and understanding of what they read:**

- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action
- 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

Reading Intent CJS

At CJS we believe that by the time the children leave us, children should be confident, articulate and expressive individuals who will engage in the lifelong skills of communication. We will provide an ambitious, holistic curriculum, which will inspire and motivate children to engage in high quality learning in reading, becoming effective listeners, speakers, readers and writers. This will be facilitated through a nurturing, cultural, focused environment, which will be rich with memorable experiences and transferrable skills. We will ensure all children are challenged, respecting their individual starting points, focusing on growth, progression and resilience. We will make the learning of reading fun, interesting and memorable. We strive to develop a culture that instils a passion for reading in all children, helping them to develop the life skill of reading habits, both for information and pleasure. Children are enabled to become enthusiastic and critical readers through their independent reading, as well as in engaging and challenging reading lessons, driven by high quality texts. All children are supported in becoming fluent readers and our extensive Library is at the heart of our school.

The following is a guide and is a flexible working document. Should it be deemed more appropriate to swap strands, please do so. Triangulation will be completed from this document though, so please save a new one if it is being changed in the same folder, as the term i.e.: Year 4 Autumn 2.

Autumn 1 – Fire and Fangs	Autumn 2 – Arctic Adventures	Spring 1 – Raiders and Traders	Spring 2 – Climate Zones and Biomes	Summer 1 – Who's got the power?	Summer 2 – Plastic...Fantastic?
Whole class reading sessions: Number of Weeks: 6 weeks The Boy Who Grew Dragons. Speaking and Listening objectives: • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. • Use relevant strategies to build and develop vocabulary. • Give well-structured descriptions. • Participate in discussions Reading Objectives: • Apply their growing knowledge of root words, prefixes, and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Whole class reading sessions: Number of Weeks: 6 weeks The Lion, The Witch & The Wardrobe. Speaking and listening objectives: • Articulate and justify opinions (about how Santa's workshop works). • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Reading Objectives: • Develop positive attitudes to reading and understanding of what they read. • Identify themes and conventions in a wide range of books. • Identify main ideas drawn from more than one paragraph and summarising these. • Use dictionaries to check the meaning of words. Spelling Phonics phase spellings.	Whole class reading sessions: Number of Weeks: 6 weeks Beowulf. Speaking and Listening objectives: • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Reading Objectives: • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to others • Discuss words and phrases that capture the reader's interest and imagination • Recognise some different forms of poetry [for example, free verse, narrative poetry]	Whole class reading sessions: Number of Weeks: 5 weeks The Explorer. Speaking and listening objectives: • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (when adding ideas to the illustrator's letter) • Consider and evaluate different viewpoints, attending to and building on the contributions of others Reading Objectives: • Infer character's feelings, thoughts and motives of main characters from their actions, and justifying inferences with sound evidence • Identify how language, structure, and presentation contribute to meaning • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Whole class reading sessions: Number of Weeks: 6 weeks The Legend of Podkin One-Ear. Speaking and Listening objectives: • 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) Reading Objectives: • Identify how language, structure, and presentation are combined to contribute to meaning. • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Recognise some different forms of poetry [for example, free verse, narrative poetry].	Whole class reading sessions: Number of Weeks: 6 weeks Earth Heroes. Speaking and Listening objectives: • 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) Reading Objectives: As needed. Spelling: Phonics phase spellings. NNS.

- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. - Develop positive attitudes to reading and understanding of what they read. - Identify themes and conventions in a wide range of books. - Develop positive attitudes to reading and understanding of what they read. - Identify themes and conventions in a wide range of books. Spelling Phonics phase spellings NNS	NNS.	- Retrieve and record information from non-fiction - Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books Spelling Phonics phase spellings. NNS.	- Identify main ideas drawn from more than one paragraph and summarising these - Retrieve and record information from non-fiction - Justify plausible predictions about what might happen from details stated and implied by referring to the text Spelling Phonics phase spellings. NNS.	- Retrieve and record information from non-fiction. - Identify main ideas drawn from more than one paragraph and summarising these. Spelling Phonics phase spellings. NNS.	
Vocabulary: <u>The Boy Who Grew Dragons.</u> Heaved Shimmering Squelchy Rotten Ember Charred Devastation <u>Dragonology.</u> Crimson Shimmer Coiled Horde Serpent Wyvern	Vocabulary: <u>The Lion, The Witch & The Wardrobe.</u> Spiteful Chimed Curtsy Abide Ordinary Faun Inquisitive Air raid Mothball <u>Shackleton’s Journey.</u> Antarctica Endurance Continent Robust Foresail Crow’s Nest Conserve	Vocabulary: <u>Beowulf.</u> Grapple Prosper(ed) Writhe(d) Resounding Astride Glutton Solitary Triumph Coastguard Noble <u>Meet The Vikings.</u> Pagan Quayside Tunic Valhalla Dragon ship Weapon smith.	Vocabulary: <u>The Explorer.</u> Grimacing Lurched Whine Clustered Concussion Sceptically Tenacious Coaxing Foliage Exquisite Swathe <u>Encyclopaedia Of Dangerous Animals.</u> Dusk Canopy Emergent Understorey Camouflage Surrounding Region	Vocabulary: <u>The Legend of Podkin One-Ear.</u> Yarn Warren Bard solstice Staff Meek Noxious Warped Midst Rummaging <u>Queen Elizabeth – A Platinum Jubilee Celebration.</u> Monarch Coronation Commemoration Embroidery Commonwealth Royal Blitz	Vocabulary: <u>Earth Heroes.</u> Renewable Conservation Contraption Environmentalism Glacier Sustainability Committee Marine Vegan Deforestation <u>Little People, Big Dreams – David Attenborough.</u> Indonesia Philanthropist Zoological Biologist Conservationist Specimen
<u>Author of the half term:</u> Andy Shepherd.	<u>Author of the half term:</u> C.S. Lewis	<u>Author of the half term:</u> Aaron Becker.	<u>Author of the half term:</u> Katherine Rundell.	<u>Author of the half term:</u> Kieran Larwood.	<u>Author of the half term:</u> Louis Sachar.
Whole class reading for pleasure Fiction: How to Train Your Dragon – Cressida Cowell.	Whole class reading for pleasure Fiction: The Christmasaurus – Tom Fletcher.	Whole class reading for pleasure Fiction: The Boy At The Back Of The Class - Onjali Rauf.	Whole class reading for pleasure Fiction: Journey to The River Sea – Eva Ibbotson.	Whole class reading for pleasure Fiction: Anisha: Accidental Detective – Serena Patel.	Whole class reading for pleasure Fiction: Cally & Jimmy: Twins in Trouble – Zoe Antoniadis.

Non-fiction: Emmanuel's Dream – Laurie AnnThompson. Poems: I Am... https://www.youtube.com/watch?v=6Lq0JcH4vWl	Non-fiction: Is There Life in The Arctic Tundra? Poems: My shadow – Robert Louis Stevenson. https://www.youtube.com/watch?v=GAC9sWGYsL4	Non-fiction: Meet The Vikings. Poems: Godless (Viking Raid Poem).	Non-fiction: Planet Earth: Rainforests. Poems: Walking my Iguana - Brian Moses. Walking with my Iguana - Children's Poetry Archive	Non-fiction: DK Find Out. Poems: The Monarchs Song (Horrible Histories). Horrible Histories - The Monarchs Song Horrible Songs - YouTube	Non-fiction: The Watched: Jane Goodall's Life with The Chimps. Poems: One Broken Planet.
Reading Response: The Boy Who Grew Dragons. Poetry: Tell Me A Dragon. Non-Fiction: Dragonology. Class Reader: How To Train Your Dragon.	Reading Response: The Lion, The Witch and The Wardrobe. Poetry: Create our own Winter Kennings poems. Non-Fiction: Shackleton's Journey. Class Reader: Land of Roar.	Reading Response: Beowulf. Poetry: Godless – Performance Poetry. Non-Fiction: Meet The Vikings. Class Reader: The Wild Robot	Reading Response: The Explorer. Poetry: No poetry this H/T. Non-Fiction: The Illustrated Encyclopaedia of Dangerous Animals. Class Reader: The Explorer. This was the class reader too as a chapter a day was needed to be read.	Reading Response: The Legend of Podkin-One Ear. Poetry: No poetry this H/T. Non-Fiction: Queen Elizabeth: A Platinum Jubilee Celebration. Class Reader: The Legend of Podkin-One Ear.	Reading Response: Earth Heroes. Poetry: Recycling/Planet Earth inspired Acrostic poems. 'Lost words' book used as inspiration. Non-Fiction: David Attenborough – Little People, Big Dreams. Class Reader: The Boy At The Back Of The Class.
Teeth and Digestion. Dragons.	States of matter. Chronicles of Narnia. Explorers Anything Svalbard based.	Vikings and Saxons Circuits	Biomes Habitats.	Democracy and voting – Houses of Parliament. Monarchs – King John / James I / Charles I / Oliver Cromwell / Queen Anne / Queen Victoria / Queen Elizabeth	Sound Plastic pollution Environmental