



St. Walburga's Catholic Primary School
Reading Scheme



YEAR 4	AUTUMN	SPRING	SUMMER
TOPICS	Ancient Civilisations - The Egyptians	Rainforests	The Romans
TEXTS	F - I am Lenny Brown by Dan Freedman 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 P - Twas the Night Before Christmas	F - Cinnamon by Neil Gaimmon [fable] N/F - The Wonder Garden by Jenny Brown N/F - A-Z of Endangered Animals by Jennifer Cossins F - The Great Chocoplot by Chris Callaghan P - The Magic Box 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 F - Revolt against the Romans by Tony Bradman

SKILLS/DOMAINS	SKILLS	SUGGESTED ACTIVITIES
Word Reading: Phonics and Decoding	<ul style="list-style-type: none"> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. Apply their growing knowledge of root words, prefixes (e.g. <i>sub-, inter-, anti-, auto-</i>) and suffixes (e.g. <i>-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). 	<p>General objectives covered verbally throughout the year</p> <p>Complete a root word, prefix or suffix sorting matching activity</p>
Word Reading: CEWs	<ul style="list-style-type: none"> 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	<p>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></p>	
Comprehension Words in Context and Authorial Choice [Vocabulary]	<ul style="list-style-type: none"> 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, (e.g. <i>similes to create pictures and alliteration and rhyme to create sound effects</i>). 	<p>General objectives covered verbally throughout the year</p> <p>Literacy Shed Plus</p>
Comprehension Inference	<ul style="list-style-type: none"> Draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text, (e.g. <i>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>). 	Ninja Comprehension
Comprehension Prediction	<ul style="list-style-type: none"> Make and justify predictions from details stated and implied, (e.g. <i>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]	<ul style="list-style-type: none"> 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, (e.g. <i>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, (e.g. <i>'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, (e.g. <i>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, (e.g. <i>similarities in plot, topic or books by the same author, about the same characters</i>) Refer to authorial style, overall themes (e.g. <i>triumph of good over evil</i>) and features (e.g. <i>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	<ul style="list-style-type: none"> 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, (e.g. <i>free verse, narrative poetry, haiku, limericks, cinquains, kennings</i>). 	
Non-Fiction	<ul style="list-style-type: none"> Use all the organisational devices available within a non-fiction text to retrieve, record and discuss information, (e.g. <i>sub-headings, contents page, glossary, captions, text boxes, diagrams</i>). Use dictionaries to check the meaning of words that they have read. 	