

# St Michael's Catholic Primary School



## Reading Scheme Overview of Knowledge and Skills

Year 4

Year 4					
Autumn 1	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit A - Living things/ Habitats/ Animals	<p>The World of Whales by Darcy Dobell</p> <p>Habitats – Science Skills Sorted by Anna Claybourne</p> <p>Wild World by Angela McAllister</p> <p>Wild in the Streets by Marilyn Singer</p> <p>When the Mountains Roared by Jess Butterworth</p> <p>Why the Whales Came by Michael Morpurgo</p>	<ul style="list-style-type: none"> <li>•Apply 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</li> <li>•Read further exception words, noting the unusual correspondences</li> </ul>	<ul style="list-style-type: none"> <li>•Read a wide range of books that are structured in different ways and read for a range of purposes</li> <li>•Identify how language, structure and presentation contribute to meaning</li> <li>•Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text</li> <li>•Predict what might happen from details stated and implied</li> <li>•Confidently retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>•Read aloud using punctuation to aid expression including speech</li> <li>•Self-correction, including re-reading and reading ahead</li> <li>•Skim to gain an overview of a text, e.g. topic, purpose</li> <li>•Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre taught vocabular, bold print, captions, bullet points</li> <li>•Read short information texts independently with concentration</li> <li>•Identify how texts differ in purpose, structure and layout</li> <li>•Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount</li> </ul>	<p>2e predict what might happen from details stated and implied</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2a give / explain the meaning of words in context</p>

Year 4					
Autumn 2	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit B- Reading Breadth: Stories and poetry - Different forms	<p>The Miraculous Journey of Edward Tulane by Kate DiCamillo</p> <p>Night of the Gargoyles by Eve Bunting</p> <p>The Girl Who Stole an Elephant by Nizrana Farook</p> <p>Where Zebras Go - Poems by Sue Hardy-Dawson</p>	<ul style="list-style-type: none"> <li>•Apply 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</li> <li>•Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>•Increasing their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language</li> <li>•Predicting what might happen from details stated and implied</li> <li>•Asking some questions to improve their understanding of the text</li> <li>•Recognising a range of poetic forms [for example, free verse, narrative poetry]</li> <li>•Preparing poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise and read Year 3&amp;4 Word List</li> <li>•Read aloud using punctuation to aid expression including speech</li> <li>•Self-correction, including rereading and reading ahead</li> </ul>	<p>2a give / explain the meaning of words in context</p> <p>2b retrieve and record information / identify key details from fiction and non-fiction</p> <p>2e predict what might happen from details stated and implied</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p>

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Spring 1	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit C - Vikings	<p>Explore! Vikings by Jane Bingham</p> <p>100 Facts- Vikings by Miles Kelly</p> <p>To Asgard by Rachel Piercey</p> <p>The Saga of Erik the Viking by Terry Jones</p> <p>Viking Boy by Tony Bradman</p>	<ul style="list-style-type: none"> <li>•Apply 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</li> <li>•Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur</li> </ul>	<ul style="list-style-type: none"> <li>•Read a wide range of books that are structured in different ways and read for a range of purposes</li> <li>•Identify main ideas drawn from more than two paragraphs and summarise these</li> <li>•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence</li> <li>•Identify how language, structure and presentation contribute to meaning</li> <li>•Confidently retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise and read Year 3&amp;4 Word List</li> <li>•Skim to gain the gist of a text or the main idea in a chapter</li> <li>•Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre taught vocabulary, bold print, captions, bullet points</li> <li>•Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points</li> <li>•Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information</li> <li>•Look for specific information in texts using contents, indexes, glossaries, dictionaries</li> <li>•Re-reading sentences for clarity</li> </ul>	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p> <p>2c summarise main ideas from more than one paragraph</p>

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Spring 2	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit D - Reading Breadth: Myths and Legends & Poetry in Different Forms	<p>Beowulf by Michael Morpurgo</p> <p>Stories From Around The World by Masie Chan - Mulan</p> <p>Tales From Africa by Kathleen Arnot -The Magic Drum</p> <p>The Poetry Chest by John Foster - Sky Dragon - The Mermaid and The Fisherman - Knights and their Habits</p> <p>St George and the Dragon by A H Shacknoffsky from allpoetry.com</p> <p>Fabulous Features of Mythical Creature by Paul Perro www.history-for-kids.com</p>	<ul style="list-style-type: none"> <li>•Apply 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</li> <li>•Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur</li> </ul>	<ul style="list-style-type: none"> <li>•Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of storybook language</li> <li>•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence</li> <li>•Identify themes and conventions in an increasing range of books</li> <li>•Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action</li> <li>•Recognise a range of poetic forms [for example, free verse, narrative poetry]</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise and read Year 3&amp;4 Word List</li> <li>•Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation</li> <li>•Re-reading sentences for clarity</li> </ul>	<p>2d make inferences from the text / explain and justify inferences with evidence from the text</p> <p>2h make comparisons within the text</p>

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Summer 1	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit E - Europe	<p>Europe Facts Travel Guide - Kids World (kids-worldtravel-guide.com)</p> <p>The Travel Book by Malcom Croft</p> <p>Survivors by David Long Kerry Hyndman</p> <p>The Dragon of Krakow Richard Monte</p> <p>The Gondolier Ruby Archer</p> <p>Postcard Poems about Spain by Joe Fraser</p> <p>Descriptive Jottings of London by Knight of the White Elephant of Burmah William McGonagall</p>	<ul style="list-style-type: none"> <li>• Apply 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 read further</li> <li>• exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• Read a wide range of books that are structured in different ways and read for a range of purposes</li> <li>• Discuss many words and phrases that capture the reader's interest and imagination</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Identify themes and conventions in an increasing range of books</li> <li>• Confidently retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and read Year 3&amp;4 Word List</li> <li>• Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts</li> <li>• Look for specific information in texts using contents, indexes, glossaries, dictionaries</li> <li>• Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount</li> <li>• Skim to gain the gist of a text or the main idea in a chapter</li> </ul>	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2h make comparisons within the text</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p>

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Summer 2	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit F - Reading Breadth: Stories and Plays & Poetry - Different Forms	<p>The Firework-Maker's Daughter Philip Pullman</p> <p>The Wind in the Willows by Kenneth Grahame</p> <p>The Legend of Podkin One-Ear by Kieran Larwood</p> <p>Werewolf Club Rules Poems by Joseph Coelho - Signed by a Snail - Byron Hates Water - Red Ruby Rings from a Treasure Chest - Statue in the Hidden Garden (Adapted poem)</p>	<ul style="list-style-type: none"> <li>Apply 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</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Increase their familiarity with a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language</li> <li>Discuss many words and phrases that capture the reader's interest and imagination</li> <li>Identify themes and conventions in an increasing range of books</li> <li>Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and read Year 3&amp;4 Word List</li> <li>Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation</li> </ul>	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2h make comparisons within the text</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p>