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**Year Group: 4 Shared Reading Long Term Plan**

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| **Term** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Fiction**  | **The Great Chocoplot**Chris CallaghanFictionHumour | **The House at the Edge of Magic** Amy SparkesFictionFantasy/Historical Setting  | **The Explorer**Katherine RundellAdventure |
| **Non-Fiction** | **Young, Gifted and Black**Jamia WilsonNon-fictionNon-chronological report (historical and modern day)* Serena and Venus Williams pg 58
* Wangari Maathai pg 54
* Simone Biles pg 34
* Maya Angelou pg 32 (read I am women poem)
* Matthew Henson pg 5
 |  | **Earth is Big a Book of Comparisons** Steve TomecekNon-fiction Explanation Text (Science)* Earth is Big pg 6
* Earth is Small pg 8
* Earth is Jagged pg 28
* Earth is Wet pg 18
* Earth is Dry 20
* Earth Quickly Changes pg 34
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| **Poetry** | **The Lost Words** Robert MacFarlaneJackie Morris Poetry * Acrostic – Weasel
* Free verse - Willow
 | **The Lost Words** Robert MacFarlaneJackie Morris Poetry* Alliteration - Otter
* Conversation - Raven
 | **The Lost Words** Robert MacFarlaneJackie Morris Poetry * Metaphor – Kingfisher
* Narrative - Conker
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| **Reading Objectives** | **Word Reading**  | * I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
* I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
* I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
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| **Composition**  | * I know which books to select for specific purposes, especially in relation to science, history and geography learning
* I can use dictionaries to check the meaning of unfamiliar words
* I can discuss and record words and phrases that writers use to engage and impact on the reader
* I know and recognise some of the literary conventions in text types covered
* I can begin to understand simple themes in books
* I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
* I can explain the meaning of words in context
* I can ask questions to improve understanding of a text
* I can infer meanings and begin to justify them with evidence from the text
* I can predict what might happen from details stated and deduced information
* I can identify how writer has used precise word choices for effect to impact on the reader
* I can identify some text type organisational features, for example, narrative, explanation, persuasion
* I can retrieve and record information from non-fiction
* I can make connections with prior knowledge and experience
* I can begin to build on others’ ideas and opinions about a text in discussion
* I can explain why text types are organised in a certain way
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| **Reading Skills****VIPERS**  |  |  |  |