

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

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| **Term** | | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Fiction** | | **The Great Chocoplot**  Chris Callaghan  Fiction  Humour | **The House at the Edge of Magic**  Amy Sparkes  Fiction  Fantasy/Historical Setting | **The Explorer**  Katherine Rundell  Adventure |
| **Non-Fiction** | | **Young, Gifted and Black**  Jamia Wilson  Non-fiction  Non-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 Tomecek  Non-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 |
| **Poetry** | | **The Lost Words**  Robert MacFarlane  Jackie Morris  Poetry   * Acrostic – Weasel * Free verse - Willow | **The Lost Words**  Robert MacFarlane  Jackie Morris  Poetry   * Alliteration - Otter * Conversation - Raven | **The Lost Words**  Robert MacFarlane  Jackie Morris  Poetry   * Metaphor – Kingfisher * Narrative - Conker |
| **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 | | |
| **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 | | |
| **Reading Skills**  **VIPERS** | |  |  |  |