

TEXT

Fiction

AUTHOR FOCUS
Jeremy Strong - AR FOCUS
Cressida Cowell
Michael Morpurgo – Pied Piper of Hamelin and Beowulf
The Last Bear by Hannah Gold
How to be a Viking by Cressida Cowell
The Boy who Grew Dragons by Andy Shepherd
The Rain Player by David Wisniewski
The Great Kapok Tree by Lynne Cherry
Vikings in Trouble by Jeremy Strong
The

Non-Fiction

Vikings Stage 4 (Comprehension Pack Literacy Shed)
 Variety of non-fiction books about Vikings, Polar Bears, Anglo-Saxons:
 How to be and Anglo-Saxon in 13 easy stages
 Life and Death in a Hillfort
<https://theteachingbooth.wordpress.com>

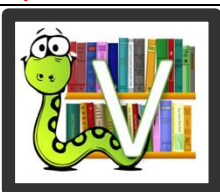
Poetry



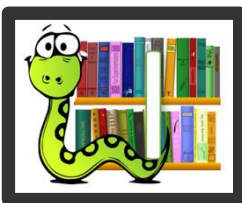
Nonsense Poems
 By Michael Rosen

The World's Greatest Space Cadet
 By James Carter

The Puffin Book of Utterly Brilliant Poetry



Vocabulary



Infer

Key Knowledge

WORD READING

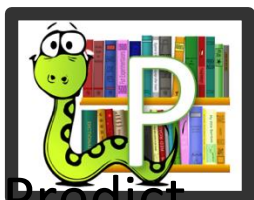
The pupil can:

- 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
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

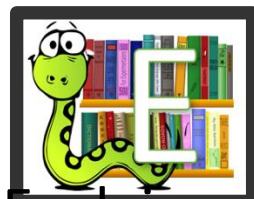
COMPREHENSION

The pupil can:

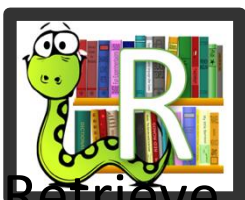
- listen to and **confidently** discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read a **wide** range of books that are structured in different ways and read for a range of purposes
- use (**more complex**) dictionaries to check the meaning of many unknown words that they have read
- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally



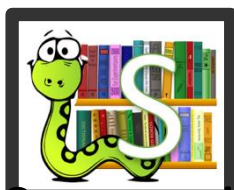
Predict



Explain



Retrieve



Summarise

- identify **simple(omit simple Y4)** themes and conventions in an increasing range of books
- prepare short(**omit short Y4**) poems and play script excerpts (**omit excerpts Y4**) to read aloud and to perform, showing some understanding through intonation, tone, volume and action
- discuss some (**many**) words and phrases that capture the reader's interest and imagination
- recognise some (**a range**) different forms of poetry (for example, free verse, narrative poetry)

The pupil can understand both the books they can already read, as well as those they listen to. The pupil can:

- check that the text makes sense to them, discuss their understanding and explain the meaning of some (**many**) words in context, **asking questions to improve their understanding of a text**
- ask some (**omit some Y4**) questions to improve their understanding of a text
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many (**most**) inferences with evidence
- predict what might happen from details stated and some (**omit some Y4**) which are implied identify main ideas drawn from more than one paragraph (**more than 2**) and summarise these
- identify how language and structure (**and presentation**) contribute to meaning
- **confidently** retrieve and record some (**omit some Y4**) information from non-fiction
- **confidently** 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

What should be seen in the classroom?

- Silent reading time – 30 minutes at least 3 x week
- Individual reading (1:1) where appropriate
- Daily story time with class reader
- Author focus linked to whole class reader – display of books for children to choose
- Weekly whole class reading lesson – whole class reading book
- Non-fiction and poetry focus for whole class reading lesson at least once each half term.
- Vipers to be used to implicitly teach reading skills
- Poem of the Day (Poetry Spine Book)
- Termly, prepare poems and plays to read aloud and to perform (short poems and excerpts of plays Y3)
- New vocabulary list – added to weekly
- In other curriculum subjects – **confidently** retrieve, record some information from non-fiction

(**red font** – YEAR 4 specific end of year targets)

Poetry Overview

Year	Reading Comprehension	Writing Composition	Poetry Genre
Three and Four	<ul style="list-style-type: none"> - Listen to and discuss a wide range of fiction, poetry - Read books (poems) that are structured in different ways and reading for a range of purposes - Identify themes and conventions in a wide range of books (<i>poems</i>) - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action - Discuss words and phrases that capture the reader's interest and imagination - Recognise some different forms of poetry (for example, free verse, narrative poetry) - Participate in discussion about both books (<i>poems</i>) that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>Plan writing by:</p> <ul style="list-style-type: none"> • discussing writing (<i>forms of poems</i>) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (<i>line</i>) structures • organising paragraphs (<i>verses</i>) around a theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency <p>Read aloud their own writing (<i>poem</i>), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Performing</p> <p>Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener</p> <p>Perform narrative poems. Explore different voices for narrator and characters.</p> <p>Creating</p> <p>Narrative poems Free verse poems</p> <p>List poems / Alphabet Poems (Writing Models Book Y4)</p> <p>Conversation poems</p> <p>Haiku Kennings Calligrams</p> <p>Poems on a theme (Writing Models Book Y4)</p> <p>Special effects: similes, metaphors, personification etc.</p> <p>Song lyrics (<i>apostrophes</i>)</p> <p>Analysing</p> <p>Read/discuss a range of poems and discuss :</p> <p>Types of poems they are and how you know. Structure of the poem /Purpose of the poem</p>