

<b>Y4 Reading</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer term</b>
Decoding	Read, write, inc	Read, write, inc	Read, write, inc
<b>Range of Reading</b> <i>Reading books that are structured in different ways and reading for a range of purposes.</i>	Diary- 1 <sup>st</sup> person Narrative (historical settings) Dilemmas/ issues Poetry Non-chronological reports	Instructional Explanation Non-chronological reports	Play scripts Persuasive Recounts Narrative (imaginary worlds/ cultures)
<b>Familiarity with texts</b> <i>Increasing familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally</i>  <i>Identify themes and conventions in a wide range of books</i>	- Use of descriptive words and phrase		- Use of descriptive words and phrases
	- Compare story themes, settings,		- Compare story themes, settings, characters and plots
	- characters and plots		
<b>Poetry and Performance</b> <i>Preparing poems and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action</i>  <i>Recognising some different forms of poetry</i>	- Prepare and perform poems		Prepare and perform play scripts
			Adding tone and volume
<b>Word Meanings</b> <i>Discussing word and phrases that capture the reader's interest and imagination</i>	Re-reading to explore meaning		

<b>Understanding</b> <i>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i>  <i>Ask questions to improve their understanding of a text</i>	Generate questions about text	Use dictionaries to find meaning	
	Using opening sentences to explain.	Generate questions about text	
	Highlight key words, info and phrases	Using opening sentences to explain.	
	Retell main points	Highlight key words, info and phrases	
	Composing appropriate sub-headings	Retell main points	
<b>Inference</b> <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</i>	Empathising with characters	Composing appropriate sub-headings	
<b>Prediction</b> <i>Predicting what might happen from details stated and implied</i>  <i>Identifying main ideas drawn from more than one paragraph and summarising these.</i>	Predict about character, events and actions	Make and justify literal predict	Make and justify predictions from what is applied.
<b>Authorial Intent</b> <i>Identifying how language structure and presentation contribute to meaning</i>	Words build suspension atmosphere	Setting and character profiles	
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<b>Non-Fiction</b> <i>Retrieve and record information from non-fiction</i>	Use of devices - Index - Glossary - contents		

<p><b>Discussing reading</b> <i>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.</i></p>	<p>Discussing ideas and viewpoints- justifying Discuss personal points of view- justifying</p>	<p>Discussing ideas and viewpoints- justifying Discuss personal points of view- justifying</p>	<p>Discussing ideas and viewpoints- justifying Discuss personal points of view- justifying</p>
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