Year Group	Year 4

AUTUMN TERM

Date	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
29.08.23	Assessments			If the children are not able to give a gist, put some recall work in after half term.
04.09.23	Willow Wildthing and the Swamp Monster	Fiction	Phrasing Chapter 2	using full stops and commas to help them read multi clausal sentences. Can they recognise chunks of meaning or stop at random places?
11.09.23	Willow Wildthing and the Swamp Monster	Fiction	Phrasing Chapter 4	using full stops and commas to help them read multi clausal sentences. Can they recognise chunks of meaning or stop at random places?
18.09.23	Willow Wildthing and the Swamp Monster	Fiction	Clarifying word meaning Chapter 6	Stopping at words they don't know Applying mantras – don't just keep reading. Substituting with other words Break down and fixing
25.9.23	Willow Wildthing and the Swamp Monster	Fiction	Clarifying word meaning Chapter 8	Stopping at words they don't know Applying mantras – don't just keep reading. Substituting with other words Break down and fixing
2.10.23	Willow Wildthing and the Swamp Monster	Fiction	Roots words/prefixes/suffixes Chapter 10	Stopping at words they don't know Applying mantras – don't just keep reading. Substituting with other words Word classes
Half Term				
23.10.23	Willow Wildthing and the Swamp Monster	Fiction	Retrieval/Scanning Chapter 13	Scanning for particular words – key words in questions Fasting finger. Who can find the word? Then read the whole sentence to find the answer.

30.10.23	Willow Wildthing and the Swamp Monster	Fiction	Retrieval/Scanning Chapter 15	Scanning for particular words – key words in questions Fasting finger. Who can find the word? Then read the whole sentence to find the answer.
6.10.23	The Tempest	Fiction/Playscript	Inference – short paragraph	Sentence by sentence Look at background knowledge Why different people have different inference
13.11.23	The Tempest	Fiction/Playscript	Inference – short paragraph	Sentence by sentence Look at background knowledge Why different people have different inference
20.11.23	The Tempest	Fiction/Playscript	Pronoun tracking	Can the child identify who is talking within a text? Are they able to track the pronoun across the text to follow the plot? How do I know who the text is referring to? What are the clues?
27.11.23	The Tempest	Fiction/Playscript	Pronoun tracking	Can the child identify who is talking within a text? Are they able to track the pronoun across the text to follow the plot? How do I know who the text is referring to? What are the clues?
4.12.23	The Tempest	Fiction/Playscript	Pronoun tracking	Can the child identify who is talking within a text? Are they able to track the pronoun across the text to follow the plot? How do I know who the text is referring to? What are the clues?
11.12.23	Assessments	End of term reading paper		Individual reading tasks and standardised reading papers to assess skills in reading.
18.12.23	Assessments	End of term reading paper		Individual reading tasks and standardised reading papers to assess skills in reading.

Word Reading	Comprehension
• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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	• develop positive attitudes to reading, and an understanding of what they read, by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these

			• identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • 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

SPRING TERM

Date	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
08.01.24			Visualising	Literal and inferential How we change our mind as we read on
15.01.24			Visualising	Literal and inferential How we change our mind as we read on
22.01.24			Grammar for reading	Chose something based on needs e.g. determiners, conjunctions, expanded noun phrases...
29.01.24			Grammar for reading	Chose something based on needs e.g. determiners, conjunctions, expanded noun phrases...
5.02.24		Non-fiction	Summarising & skimming	Literal Small post its – max. 10 words – what do I know from this paragraph?
12.02.24		Non-fiction	Summarising & skimming	Literal Small post its – max. 10 words – what do I know from this paragraph?
Half Term				
26.02.24	Happy Here – 10 Stories from Black Authors and Illustrators: A House Like no other	Fiction	Inference –short paragraph/Raising questions	
4.03.24	Happy Here – 10 Stories from Black	Fiction	Inference –short paragraph/Raising questions	

	Authors and Illustrators: Amelia St Clair and the Long-Armed Killer			
11.03.24	Happy Here – 10 Stories from Black Authors and Illustrators: Where is Home?	Fiction	Inference –short paragraph/Raising questions	
18.03.24	Happy Here – 10 Stories from Black Authors and Illustrators: Wake	Fiction	Inference –short paragraph/Raising questions	

Word Reading	Comprehension
- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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	- develop positive attitudes to reading, and an understanding of what they read, by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] - understand what they read, in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

	• predicting what might happen from details stated and implied
	• identifying main ideas drawn from more than 1 paragraph and summarising these
	• identifying how language, structure, and presentation contribute to meaning
	• retrieve and record information from non-fiction
	• 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

SUMMER TERM

Date	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
8.04.24	Macbeth	Fiction/Playscript	Summarising	What are the key points within the text we have read? If you were to explain this to someone who hasn't read the text, what are the most important points they would need to know?
15.04.24	Macbeth	Fiction/Playscript	Summarising	What are the key points within the text we have read? If you were to explain this to someone who hasn't read the text, what are the most important points they would need to know?
22.04.24	Macbeth	Fiction/Playscript	Theme	Identifying the main themes within the text: Hope, power, jealously, greed, love, compassion, kindness etc.
29.04.24	Macbeth	Fiction/Playscript	Theme	Identifying the main themes within the text: Hope, power, jealously, greed, love, compassion, kindness etc.
6.05.24	Little book of hopes	Fiction	Clarifying Vocabulary	Strategies needed to clarify. Root word/Identify word class (noun, adjective, adverb), tense. Replace word with another- does this make sense? Thesaurus or dictionary work.
13.05.24	Little book of hopes	Fiction	Clarifying Vocabulary	Strategies needed to clarify. Root word/Identify word class (noun, adjective, adverb), tense. Replace word with another- does this make sense? Thesaurus or dictionary work.
20.05.24	Little book of hopes	Fiction	Clarifying Vocabulary	Strategies needed to clarify. Root word/Identify word class (noun, adjective, adverb), tense. Replace word with another- does this make sense? Thesaurus or dictionary work.
Half Term				

03.06.24	Roald Dahl – Charlie and The Chocolate Factory		Inference – short paragraph	
10.06.24	Roald Dahl – Charlie and The Chocolate Factory	Fiction	Inference – short paragraph	
17.06.24	Roald Dahl – Charlie and The Chocolate Factory	Fiction	Inference – short paragraph	
24.06.24	Roald Dahl – Charlie and The Chocolate Factory	Fiction	Predict	
1.07.24	Roald Dahl – Charlie and The Chocolate Factory	Fiction	Predict	
8.07.24	Roald Dahl – Charlie and The Chocolate Factory	Fiction	Raise Questions	

Word Reading	Comprehension
• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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	• develop positive attitudes to reading, and an understanding of what they read, by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by:

	- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than 1 paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction - 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