

Delves Lane Primary – Y4 Reading Long Term Plan - Reading

Text Type



<p>Range of reading</p>	<p>*Listen to and discuss a wide range of fiction, poetry, plays, NF and reference books or text books *Read books that are structured in different ways for and reading for different purposes</p>	<p>Within Guided Reading, Accelerated reading, Literacy, wider curriculum</p>	
	<p>Guided Reading – Reading Explorers Accelerated Reading/one to one reading DEAR Talk 4 Writing Home readers</p>		
<p>Decode Use a range of strategies, including accurate decoding of text, to read for meaning</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, 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</p>	<p>Ongoing through GR lessons</p>	
<p>Skim and scan Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</p>	<p>*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 *identifying main ideas drawn from more than one paragraph and summarising these *retrieve and record information from non-fiction</p>	<p>Dinosaur Fact File (website) Shark Attack! (1st person account) The Black Death (Diary extract) Japan (Chn's Atlas) Twinkle's Fairy Cakes (recipe) Pet Care (problem page)</p>	
<p>Read between the lines Deduce, infer or interpret information, events or ideas from texts</p>	<p>*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 or implied</p>	<p>How the Sea Became Salty (Chinese Folklore) The Chimney Boy (Character study) Ice Planet (Fantasy adventure) Stop Bugging me (textbook) The School Council (leaflet) Robo Cop (Advertisement) Dear Madam (letter) Mystery of Missing Mummy (play) The battle of Misty Mountain (Blurb) The Eagle has Landed (narrative) Have you noticed my notice (Public signs) Wish you were here</p>	<p>A Purrfect Adventure (newspaper) A Colourful Life (poem) Greetings from Paradise Island (Holiday Brochure) The Storm (Narrative) Hey Diddle Diddle (Rhyme) Icarus and Daedalus (Greek Myth) The Butterfly Lion A Room with no View (setting) Izzy Bright (report) The Lost Sheep (parable) An Interview with an Evacuee (recount) Is the Car a Star (radio debate)</p>
<p>Structure Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</p>	<p>*Increasing familiarity with a wide range of books including fairy stories, myths and legends and retelling some of these orally</p>	<p>Through Literacy See above</p>	

<p>Language choices Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level</p>	<p>*identifying how language, structure, and presentation contribute to meaning</p>	<p>The Secret Garden by Frances Hodgson Burnett The Lion, the Witch and the Wardrobe by C.S Lewis The Little Match Girl by Hans Christian Anderson Swallows and Amazons by Arthur Ransome</p>
<p>Authorial Intent Identify and comment on the writers' purposes and viewpoints, and the overall effect</p>	<p>*discussing words and phrases that capture the reader's interest and imagination</p>	<p>What is Pink? By Christina Georgina Rossetti The Wonderful Wizard of Oz by Lyman Frank Baum Mary Poppins by Pamela Lyndon Travers The Field Mouse by Cecil Francis Alexander Little Red Cap by The Brothers Grimm Heidi by Johanna Spyri The River by Valerie Bloom The River by James Carter</p>
<p>Text and the World Relate texts to their cultural and historical contexts and literary traditions.</p>	<p>*Participating in discussion about books that are read to them and those they can read to themselves taking it in turns and listening to what other have to say</p>	<p>Ongoing through Literacy and wider curriculum</p>
<p>Poetry and Performance</p>	<p>*Prepare poems and play scrips to read aloud and to perform, showing an understanding through intonation, tone, volume and action</p>	<p>Poems by: Valerie Bloom Wes Magee Joseph Coelho Benjamin Zephaniah</p>