



## Reading – Year 4 National Curriculum Coverage

### Year 4 English Units of Work

		Mission to Mars Biography Wordsmith	Digestion theme park Explanation text Own planning	Poetry- Creating Images Figurative language Adapting Wordsmith but own poem	Christophe's Story Evacuee recount Adapting Wordsmith	Ancient Greece Greek myths, persuasive writing, debate	Poetry -Poetic Form Kenning and Caribbean poems Wordsmith and own poems	The Most Incredible Sport Newspaper report Wordsmith	Poetry -Poetic Language Cinquain poems Adapting Wordsmith	Spiderwick Chronicles Fantasy story Wordsmith	Sutton Hoo mystery Non - chronological report Adapting Wordsmith	Poetry -Poetic Language Cinquain poems Adapting Wordsmith	Invertebrate interview (mini topic) Information text and performance Own planning	Phonics Intervention Groups	1:1 Reading
Phonics & Decoding	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Common Exception Words	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	✓		✓	✓	✓			✓	✓	✓				✓
Comparing, Contrasting & Commenting	To discuss and compare texts from a wide variety of genres and writers.	✓			✓	✓				✓					✓
	To read for a range of purposes	✓	✓	✓	✓			✓	✓	✓	✓		✓		✓
	To identify themes and conventions in a wide range of books.	✓			✓	✓		✓		✓					✓

	To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	✓			✓	✓		✓		✓					✓
	To identify how language, structure and presentation contribute to meaning.	✓		✓	✓	✓	✓	✓	✓	✓			✓		✓
	To identify main ideas drawn from more than one paragraph and summarise these.	✓			✓	✓	✓	✓		✓	✓		✓		✓
Words in Context & Authorial Choice	Discuss vocabulary used to capture readers' interest and imagination.		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
Inference & Prediction	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.				✓	✓				✓	✓				✓
	To justify predictions from details stated and implied.				✓	✓				✓					✓
Poetry	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).			✓			✓		✓						✓
	To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.			✓			✓		✓						✓
Non Fiction	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.	✓	✓					✓					✓		✓
	To use dictionaries to check the meaning of words that they have read.	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓		✓

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.