

Guided Reading

Year 4 Autumn Term A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text: Narrative Five Children and It (Extract)	Text: Setting Description The Rainforest (Grammarsaurus)	Text: Narrative The Phoenix and the Carpet (Extract)	Text: Narrative Skellig (Extract)	Text: Discussion Were the Romans the best inventors in history? (Grammarsaurus)	Text: Persuasive Letter Deforestation (Grammarsaurus)
Key focus skill: Draw inferences about a character	Key focus skill: Identifying words in context	Key focus skill: Ask questions to improve your understanding of a text	Key focus skill: To make predictions	Key focus skill: To identify the features of discussion texts	Key focus skills: To retrieve and record information from non-fiction texts
Links: English (Fantasy Creatures)	Links: Geography (rainforest)	Links: English (Fantasy Creature and author)	Links: English (Fantasy creature)	Links: English (Discussion texts); History (The Romans)	Links: English (Discussion texts); Geography (Rainforest)
Vocabulary: disgrace wrecked infest shuddering merely presently husky nonsense scornfully	Vocabulary: canopy humid scuttled cacophony mischievous basked predator / prey realm cluster	Vocabulary: agape perched fender astonished bantam hasty scramble yielded obediently debtor	Vocabulary: scuttled dozen timbers wash-basin ancient heap scattering clogging bluebottles	Vocabulary: defined architecture innovative sewage sanitation sophisticated efficient predated concept agriculture	Vocabulary: deforestation impact devastating magnificent illegal rare extinct pollution anchor climate

- End Points - By the end of Year 4, pupils are expected to:**
- Read books that are structured in different ways and reading for a range of purposes.
 - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
 - Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
 - Discuss their understanding and explaining the meaning of words in context
 - Ask questions to improve their understanding of a text
 - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - Predict what might happen from details stated and implied
 - Retrieve and record information from non-fiction
 - Identify main ideas drawn from more than 1 paragraph and summarising these
 - Identify how language, structure, and presentation contribute to meaning

Half Term Reading Skill Focus:
Making Predictions

Guided Reading

Year 4 Autumn Term B

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text: Discussion Help the Rainforest Recover (Grammarsaurus)	Text: Non-chronological report Roman Gods (Grammarsaurus)	Text: Narrative Gladiator (Stage 4 Literacy Shed Plus)	Text: Report Science experiment: Does the sound get quieter? (Grammarsaurus)	Text: Poetry Larks with Sharks (Comprehension Ninja)	Text: Poetry Talking Turkeys by Benjamin Zephania
Key focus skill: To summarise key information	Key focus skill: To retrieve information from non-fiction	Key focus skill: To draw inferences from a text	Key focus skill: To identify the features of science write-ups	Key focus skills: Identify how language contributes to meaning	Key focus skills: Identify how language contributes to meaning
Links: English (Discussion texts);	Links: English (non-chronological reports)	Links: English (non-chronological reports)	Links: Science (sound)	Links: English (Poetry)	Links: English (Poetry); Topical (Christmas)
Vocabulary: passionate endangered deforestation environment recycled indigenous timber palm oil	Vocabulary: aspects divine maintained agriculture tongs mythology founded mistreated adopted	Vocabulary: impatient bested mercy whet stone criss-crossed overcome glimmer humiliated shamed flexed threshold nemesis	Vocabulary: hypothesis predict conduct ensure fainter vibrations increased produced increased intensity greatest (biggest)	Vocabulary: larks snout affectionate stumpy offend nuzzle intend charm pal dismember	Vocabulary: genetically reggae hip-hop chop partake organic spare united delighted
End Points - By the end of Year 4, pupils are expected to: <ul style="list-style-type: none">• Read books that are structured in different ways and reading for a range of purposes.• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.• Discuss their understanding and explaining the meaning of words in context• Ask questions to improve their understanding of a text• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• Predict what might happen from details stated and implied• Retrieve and record information from non-fiction• Identify main ideas drawn from more than 1 paragraph and summarising these• Identify how language, structure, and presentation contribute to meaning					Half Term Reading Skill Focus: Summarising

Guided Reading

Year 4 Spring Term A

Week 1 (short week—no text)	Week 2	Week 3	Week 4	Week 5	Week 6
	Text: Narrative (Story from Another Culture) The Song of the Armadillo (Grammarsaurus)	Text: Narrative (Traditional Tale) The Dancing Turtle (Picture Book)	Text: Non-fiction (Instructions) How to Survive in the Jungle (Grammarsaurus)	Text: Non-fiction (Instructions) Roman Soldier’s Handbook (Book extract)	Text: Non-fiction (Newspaper Report) Floods Strike Fixton (Grammarsaurus)
	Key focus Skill: To compare traditional stories from different cultures	Key focus Skill: To compare traditional stories from similar cultures	Key focus Skill: Identifying sequence of events	Key focus Skill: To retrieve key information from a text	Key focus Skill: To identify the key features of a newspaper report
	Links: English (Stories from another culture-trickster tales); Loose link to geography (Rainforest)	Links: English (Stories from another culture); Loose links to geography (Rainforest)	Links: English (Instructions); Loose link to geography (rainforests)	Links: English (Instructions) History (Roman Britain)	Links: English (Newspapers); Geography (Rivers)
	Vocabulary: armadillo envy foliage ambition dwelled blissful humid melody jeered hypnotising yearned woes spellbinding plummeted	Vocabulary: flute (pipes) weaved bobbed peering hoe nap undergrowth fading clay	Vocabulary: luxury wreckage dehydration uneven caution priority invaluable stockpile kindling established	Vocabulary: professional retire assuming requirements muscular pen-pushing proof satisfy recruitment parchment (the list of qualities)	Vocabulary: strike community destruction retrieve suburb breach excessive triggered torrent natural citizens possessions consider

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Half Term Reading Skill Focus:

Sequencing

Guided Reading

Year 4 Spring Term B

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Text: Non-fiction (Information Text) Boudicca (Vocabulary Nijna Dark Green)	Text: Recount—Newspaper report Caesar Killed! (Grammarsaurus)	Text: Non-Fiction (Information Text) Rivers of the World (Vocabulary Ninja Dark Green)	Text: Poetry Little Red Riding Hood Revolting Rhymes (Book)	Text: Playscript Little Red Riding Hood Revolting Rhymes (Script)	Text: Playscript Macbeth playscript extract (Grammarsaurus)
Key focus Skill: Retrieve information from a text	Key focus Skill: Identify how language, structure, and presentation contribute to meaning	Key focus Skill: To identify an author’s viewpoint in a non-fiction text (RAFT)	Key focus Skill: To identify how a fairytale has been adapted	Key focus Skill: To identify the structure and presentation of a playscript	Key focus Skill: To perform a playscript, showing understanding through intonation, tone, volume and action
Links: English (Newspapers on Boudicca); History (Roman Britain)	Links: English (Newspapers); History (Ancient Romans)	Links: Geography (Rivers)	Links: English (Playscripts/Revolting Rhymes)	Links: English (Playscripts / Revolting Rhymes)	Links: English (Playscripts)
Vocabulary: fierce privileged truce dismissed inherit betrayal exploit sophisticated determination	Vocabulary: occurs unpopular enthusiasm senator spectators declaring liberty concerned speculated turmoil	Vocabulary: breathtaking impressive plentiful fertile fascinating endangered environment providing consequence	Vocabulary: decent horrid yelping absolutely caviar leer flickers pistol whips	Vocabulary: compared caviar flickers lurches uncanny nook and cranny hunch wily intervene extermination	Vocabulary: heath approaches recoils gruesome hail startled mentioned inherited recent constantly ponders

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Half Term Reading Skill Focus:
True/False; Fact / Opinion

Guided Reading

Year 4 Summer Term A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Assessment Week
Text: Narrative (Character description) Chp 6: The Cowardly Lion	Text: Non-fiction (Explanations) Famous Landmarks (Literacy Shed +)	Text: Narrative (Character description) Chp __: Silver Shoes	Text: Poetry The Jumblies (VN Poetry 9-10—Peach)	Text: Poetry / Lyrics Defying Gravity song lyrics	
Key focus skill: To make inferences about a character	Key focus Skill: Retrieve and record information from non-fiction	Key focus Skill: To make predictions about characters	Key focus Skill: identifying main ideas and summarising these	Key focus Skill: To recognise different forms of poetry	
Links: English (Character descriptions—The Wizard of Oz)	Links: Geography (North America)	Links: English (The Wizard of Oz; character descriptions)	Links: English (Journey to a new world; poetry focus)	Links: English (The Wizard of Oz; poetry focus)	
Vocabulary: companions bounded heedless retort sorrow mar regret thereafter	Vocabulary: dormant surface monument memorial separate iconic stories phenomenal pioneers canyon	Vocabulary: eagerly queerest doubtless farther noble sorceress bondage innocent cyclone evidently hesitation	Vocabulary: sieve in spite of morn fig tobacco-pipe voyage fastened crockery warbled gong stilton dumplings yeast	Vocabulary: defying gravity second-guessing instincts unlimited vision prophecy hazy	
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Guided Reading

Year 4 Summer Term B

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	Text: Discussion Do we still need zoos? (Grammarsaurus)	Text: Persuasive Letter Green Energy (Grammarsaurus)	Text: Explanation Text Did the Maya really invent hot chocolate? (Pg16-17 of Mayan Games)	Text: Poetry Night Mail by WH Auden	Text: Poetry A Range of Performance Poems
	Key focus Skill: To summarise ideas from more than 1 paragraph	Key focus Skill: To identify persuasive language	Key focus Skill: To recognise the presentational features of explanation texts	Key focus Skill: to perform poems, showing understanding through intonation, tone, volume and action	Key focus Skill: to perform poems, showing understanding through intonation, tone, volume and action
	Links: English (Discussion texts);	Links: English (Persuasive speech; ecological issue)	Links: English (Explanation texts); History (Mayans)	Links: English (performance poetry)	Links: English (performance poetry)
	Vocabulary: difficult increase capture creature enclosures continue enough exercise miniscule mimic cramped	Vocabulary: energy renewable contributor climate over-reliance consequences devastating affected emissions sustainable sources decreases production generation	Vocabulary: certainly cacao cocoa bitter chilli frothy regularly ceremonies avocado precious grind	Vocabulary: border cheque gradient snorting slumber dawn descends tugs cranes glens lochs timid declarations enlarge condolence scrawled hue granite	Vocabulary: intonation tone volume action expression rhythm

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Half Term Reading Skill Focus:
Explain (thoughts and opinions)