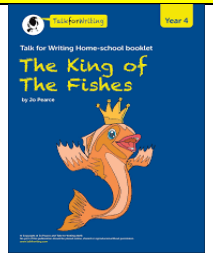
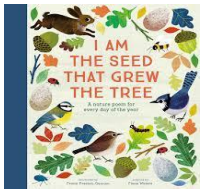
Trevisker School Reading Curriculum
Year 4 Summer MTP

Word Reading		Comprehension	
Decoding & Fluency (based on National Curriculum)	**Reading for Pleasure / Choosing to Read**	**Implementation/Key Skills:**	**Whole class quality texts:**
• 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. • To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. *At this stage, teaching comprehension skills should be taking precedence over teaching word reading and*	Read a broader range of texts including those from literary heritage and more challenging texts. Recommend books they have read to their peers, giving reasons for their choices. Demonstrate continuing engagement with reading. Engage in whole-class OTTER (Own Time To Enjoy Reading) Read for sustained periods of time. Actively engage in Book Talk with and without adult support. Respond to reading in	**National Curriculum Links:** E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks E2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally E1: 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 V2: discussing words and phrases that capture the reader's interest and imagination E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry] V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context I3: asking questions to improve their understanding of a text I2/3: 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 S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction E1/2/3: 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 --- **Implementation VIPERS Skills - Vocabulary, Inference, Prediction, Explaining, Retrieval, Summarise**	 

fluency specifically. Any focus on word reading should support the development of vocabulary.	a written form, beginning to develop a critical stance. Choose from a range of library books/reading books (unbanded after RWInc reading scheme). Engage in R & R (Read and Relax, cross key stage peer reading).	**Year 4 - Vocabulary**	• using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence		
		Year 4 Inference	• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer		
		Year 4 Prediction	• justify predictions using evidence from the text • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on		
		Year 4 Explaining	• discuss words and phrases that capture the reader's interest and imagination • identify how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these		

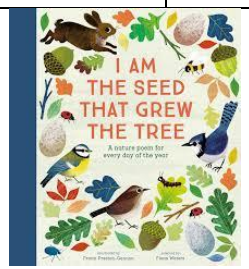
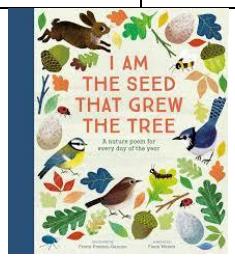
		Year 4 Retrieval	• confidently skim and scan texts to record details, using relevant quotes to support their answers to questions retrieve and record information from a fiction or non-fiction text	
		Year 4 Summarise	• use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information • identifying main ideas drawn from more than one paragraph identify themes from a wide range of books summarise whole paragraphs, chapters or texts highlight key information and record it in bullet points, diagrams, maps etc	

Weekly Timetable:

Early work:	8:55 - 9.05	9:05 - 9.35	9.35 - 10.30	10.30-10.45	10:45 - 11:55	11:55 - 12:15	12.15 - 1.05	1.05 - 2.05	2.05 - 2.55	2.55 - 3.10
Monday		Daily Reading Lesson	English lesson linked to quality class text	B	Maths	Read aloud - poetry	L			Assembly
Tuesday		Daily Reading Lesson	English lesson linked to quality class text	R	Maths	Otter	U			Read Aloud

Wednesday		**Daily Reading Lesson**	**English lesson linked to quality class text**	**E**	**Maths**	**Otter**	**N**			**Singing Assembly& Tickets**
Thursday	**Non-fiction topic book fact-finding**	**Daily Reading Lesson**	**English lesson linked to quality class text**	**A**	**Maths**	**Read aloud**	**C**			**R & R (Read & Relax)I cross KS Reading for Pleasure**
Friday		**Assembly** **Daily Reading Lesson**	**English lesson linked to quality class text**	**K**	**Maths**	**Otter**	**H**			**Read aloud**

KS2 Weekly Text Overview:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Daily reading lesson texts	The White Horse of Zennor Decoding Implementation Text discussion													

Quality texts in literacy	The King of the Fishes Decoding Implementation Text discussion	The King of the Fishes Decoding Implementation Text discussion	The King of the Fishes Decoding Implementation Text discussion	The King of the Fishes Decoding Implementation Text discussion	The White Horse of Zennor Decoding Implementation Text discussion	The White Horse of Zennor Decoding Implementation Text discussion	The White Horse of Zennor Decoding Implementation Text discussion	The White Horse of Zennor Decoding Implementation Text discussion	
Class reader