

Year 4 Key Texts									
Baak Spine	E.B. White Charlotte's Web by EB White	Ted Hughes the Iron Man The Iron Man by Ted Hughes	Rumaysa Runya RUMAYSA RABIYAR RADIYA HAFIZA Rumaysa: A Jairytale by Radiya Hafiza	A World Full of Journeys & Migrations Martin Howard & Christopher Carr	Planet Omar: accidental trouble magnet by Zanib Mian	EVA IBBOTSON AUthor of ONE DOG AND HIS BOY The Abaminables by Eva Ibbotson			
Poetry Spine	The Owl and the Pussycat by Edward Lear 1872	Jamaica Market by Agnes Maxwell Hall 1962	Spring by Carla Kuskin 1958	If you were a carrot by Berlie Doherty 1993	A Who'Z Who of the Horrible House by Wes Magee (1939- 2021)	Backward Dan by Kenn Nesbit (1962-)			

National curriculum

Reading - ward reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in see English appendix I , 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

Reading - comprehension

Pupils should be taught to:

- 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 I 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

VIPERS is an acronym we use to aid the recall of the 6 reading domains. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

Vocabulary	Infer	Fredict	Explain	Retrieve etrieve	Summarise
Give/explain the	Make inference from the	Predict what might	Identify/explain how	Retrieve and record key	Summarise main ideas
meaning of words in	text/ explain and justify	happen from the details	information/narrative	information/key details	from more than one
context	using evidence from the	stated and implied.	content is related and	from fiction and non-	paragraph
	text		contributes to the	fiction	
			meaning as a whole.		
			Identify/explain how		
			meaning is enhanced		
			through choice of		
			words and phrases.		
			Make comparisons		
			within the text		