



Ready,
Respectful,
Safe

Reading Overview – Year 4

Cathcart Street Primary School 2024-2025

	Autumn	Spring	Summer
S2 R Un it	<p>Unit B: The Girl who Stole an Elephant; The Miraculous Journey of Edward Tulane; Night of the Gargoyles; Where Zebra’s Go.</p> <p>Unit A: Why the whales came; Wild World; Wild in the Streets; Habitats; When the Mountains Roared; The World of Whales.</p>	<p>Unit C: Viking Boy; The Saga of Eric the Viking; Vikings – 100 Facts; Explore Vikings.</p> <p>Unit D: Boewulf; Stories from Around the World; The Poetry Chest; Tales from Africa.</p>	<p>Unit E: Survivors; The Travel book; The dragon of Krakow</p> <p>Unit F: Werewolf Club Rules; The Firework Maker’s Daughter; The Wind in the Willows, The Legend of Podkin One Ear.</p>
	Year 4: NC Objectives	Year 4: NC Objectives	Year 4: NC Objectives
R e a d i n g S k i l s	<ul style="list-style-type: none"> ●Recognise and read Year 3&4 Word List ●Read aloud using punctuation to aid expression including speech ●Self-correction, including re-reading and reading ahead ●Skim to gain an overview of a text, e.g. topic, purpose ●Read short information texts independently with concentration ●Identify how texts differ in purpose, structure and layout ●Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount ●Recognise and read Year 3&4 Word List ●Read aloud using punctuation to aid expression including speech ●Self-correction, including re-reading and reading ahead 	<ul style="list-style-type: none"> ●Recognise and read Year 3&4 Word List ●Skim to gain the gist of a text or the main idea in a chapter ●Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre-taught vocabular, bold print, captions, bullet points ●Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points ●Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information ●Look for specific information in texts using contents, indexes, glossaries, dictionaries ●Re-reading sentences for clarity ●Recognise and read Year 3&4 Word List ●Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation ●Re-reading sentences for clarity 	<ul style="list-style-type: none"> ●Recognise and read Year 3&4 Word List ●Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts ●Look for specific information in texts using contents, indexes, glossaries, dictionaries ●Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount ●Skim to gain the gist of a text or the main idea in a chapter ●Recognise and read Year 3&4 Word List ●Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation

W o r d R e a d i n g	<ul style="list-style-type: none"> ● Can decode using all strategies and can read a range of texts with fluency and accuracy. ● Can relate to prior knowledge of word classes or structure. 	<ul style="list-style-type: none"> ● Can break longer words down into smaller chunks and can attempt reading unfamiliar words. 	<ul style="list-style-type: none"> ● Can read aloud with pace, fluency and expression; taking punctuation and author's intent into account. ● Can read all of the Y3/4 common exception words.
C o m p r e h e n s i o n	<ul style="list-style-type: none"> ● Read a wide range of books that are structured in different ways and read for a range of purposes ● Identify how language, structure and presentation contribute to meaning ● Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text ● Predict what might happen from details stated and implied ● Confidently retrieve and record information from non-fiction ● Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language ● Ask some questions to improve their understanding of the text ● Recognise a range of poetic forms [for example, free verse, narrative poetry] ● Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> ● Read a wide range of books that are structured in different ways and read for a range of purposes ● Identify main ideas drawn from more than two paragraphs and summarise these ● Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence ● Identify how language, structure and presentation contribute to meaning ● Confidently retrieve and record information from non-fiction ● Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language ● Identify themes and conventions in an increasing range of books ● Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action ● Recognise a range of poetic forms [for example, free verse] 	<ul style="list-style-type: none"> ● Read a wide range of books that are structured in different ways and read for a range of purposes ● Discuss many words and phrases that capture the reader's interest and imagination ● Identify how language, structure and presentation contribute to meaning ● Identify themes and conventions in an increasing range of books ● Confidently retrieve and record information from non-fiction ● Increase their familiarity with a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language ● Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action ● Recognise a range of poetic forms [for example, free verse, narrative poetry]
V o c a b	<p>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</p>		

C E W	weight, accident, believe, strange, reign, possible, woman, women, promise, grammar, interest, important, various, thought, favourite, remember, particular, calendar, popular, regular, peculiar,	possession, possess, occasion, occasionally, question, different, separate, therefore, opposite, ordinary, perhaps, pressure, position, purpose, potatoes	straight, strength, suppose, surprise, bicycle, business, medicine, natural, naughty, probably, knowledge, experience, disappear, special, sentence, complete, exercise
----------------------	---	--	--