



Ready,  
Respectful,  
Safe

## Reading Overview – Year 4

### Cathcart Street Primary School 2023-2024

	Autumn	Spring	Summer
S2R Unit	<p><b>Unit B:</b> The Girl who Stole an Elephant; The Miraculous Journey of Edward Tulane; Night of the Gargoyles; Where Zebra's Go.</p> <p><b>Unit A:</b> Why the whales came; Wild World; Wild in the Streets; Habitats; When the Mountains Roared; The World of Whales.</p>	<p><b>Unit C:</b> Viking Boy; The Saga of Eric the Viking; Vikings – 100 Facts; Explore Vikings.</p> <p><b>Unit D:</b> Boewulf; Stories from Around the World; The Poetry Chest; Tales from Africa.</p>	<p><b>Unit E:</b> Survivors; The Travel book; The dragon of Krakow</p> <p><b>Unit F:</b> 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
Reading Skills	<ul style="list-style-type: none"> <li>• Recognise and read Year 3&amp;4 Word List</li> <li>• Read aloud using punctuation to aid expression including speech</li> <li>• Self-correction, including re-reading and reading ahead</li> <li>• Skim to gain an overview of a text, e.g. topic, purpose</li> <li>• Read short information texts independently with concentration</li> <li>• Identify how texts differ in purpose, structure and layout</li> <li>• Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount</li> <li>• Recognise and read Year 3&amp;4 Word List</li> <li>• Read aloud using punctuation to aid expression including speech</li> <li>• Self-correction, including re-reading and reading ahead</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and read Year 3&amp;4 Word List</li> <li>• Skim to gain the gist of a text or the main idea in a chapter</li> <li>• Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre-taught vocabular, bold print, captions, bullet points</li> <li>• Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points</li> <li>• Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information</li> <li>• Look for specific information in texts using contents, indexes, glossaries, dictionaries</li> <li>• Re-reading sentences for clarity</li> <li>• Recognise and read Year 3&amp;4 Word List</li> <li>• Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation</li> <li>• Re-reading sentences for clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and read Year 3&amp;4 Word List</li> <li>• Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts</li> <li>• Look for specific information in texts using contents, indexes, glossaries, dictionaries</li> <li>• Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount</li> <li>• Skim to gain the gist of a text or the main idea in a chapter</li> <li>• Recognise and read Year 3&amp;4 Word List</li> <li>• Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation</li> </ul>

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