



Leechpool Primary School  
Long Term Reading Plan  
Year 4



Year 4						
	Autumn 1		Autumn 2		Spring 1	
Focus Reading	<b>Focus:</b> Word reading	<b>Core texts:</b> Books chosen by the child Weekly focus session	<b>Focus:</b> Themes of text Word reading	<b>Core texts:</b> Books chosen by the child Weekly focus session	<b>Focus:</b> Themes of text Word reading	<b>Core texts:</b> Books chosen by the child Weekly focus session
Whole class reading	<b>Focus:</b> Themes of text, Retrieval, Summarising, Inference,	<b>Core texts:</b> Revolving Rhymes by Roald Dahl  The Land of Roar by Jenny McLachlyn	<b>Focus:</b> Inference, Text structure, Word meaning Prediction Performing Theme of text	<b>Core texts:</b> Boudicca (Collins Big Cat)  The Great Dodo Comeback by Fiona Sandford	<b>Focus:</b> Text Structure, Word meaning, Summarising, Navigating texts	<b>Core texts:</b> Romulus and Remus (Reading Theatre)  Escape from Pompeii by Christina Balee
	Spring 2		Summer 1		Summer 2	
Group reading	<b>Focus:</b> Themes of text Word reading	<b>Core texts:</b> Books chosen by the child Weekly focus session	<b>Focus:</b> Themes of text Word reading	<b>Core texts:</b> Books chosen by the child Weekly focus session	<b>Focus:</b> Word reading	<b>Core texts:</b> Books chosen by the child Weekly focus session
Whole class reading	<b>Focus:</b> Word Meaning, Retrieval, Text structure, Summarising Navigating texts	<b>Core texts:</b> The Secrets of Vesuvius by Catherine Lawrence	<b>Focus:</b> Word Meaning, Performing, Text Structure, Themes, Inference	<b>Core texts:</b> Viking Boy by Tony Bradman	<b>Focus:</b> Themes of text, Inference, Navigating texts Performing	<b>Core texts:</b> Viking Boy by Tony Bradman



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### Word recognition

- Apply their growing knowledge of root words, prefixes and suffixes as listed in the national curriculum.
- Rear further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.
- Accurately and fluently read books written at an age-appropriate level at a speed that is sufficient to enable a focus on understanding.
- Read silently.

### Understanding the themes, conventions and content of texts

- Increase familiarity with a wide range of books, including fairy tales, myths and legends and retell some of these orally.
- Identify themes and conventions in a wide range of books (e.g. safe and unsafe; just and unjust) and make connections between texts (e.g. similarities in plot or topic)

### Performing

- Prepare poems and play scripts to read aloud and to perform and show understanding through intonation, tone, volume and action.
- Perform poetry individually or together; varying pace.

### Navigating texts

- Retrieve and record information from non-fiction.
- Scan for key words phrases to retrieve information.

### Engaging in a range of reading

- Regularly listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks at a level beyond those they might not choose themselves.
- Read for a range of purposes
- Make personal reading choices and explain reasons for these (eg referring to the author, blurb and context)
- Recommend books that they have read to their peer by making links to personal reading choices and reasons for these.
- Quickly appraise non-fiction texts to evaluate their usefulness.

### Understanding the text

- Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher.
- Use active reading strategies including checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context.
- Answer literal, inferential predictions and evaluate comprehension questions.
- Identify how language, structure and presentation contribute to meaning.
- Participate in discussion about both books and take turns to listen to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### Understanding the structure of texts

- Read books that are structured in different ways
- Identify non-fiction features that support the structure of the text.
- Sequence the main events in longer stories into the five stages
- Recognise some different forms of poetry and their structure (free verse, narrative poetry, haiku, limericks, cinquains, kennings)

### Using inference and making predictions

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
- Predict what might happen from the details stated and implied.
- Make predictions using experience of reading books by the same author.

### Understanding word meanings and use of language

- Identify, discuss and collect words and phrases that capture the reader's imagination and interest.
- Identify why authors/poets have used particular language (eg similes to create pictures and alliteration to create sound effects).

### Summarising

- Identify main ideas drawn from more than one paragraph and summarise these.