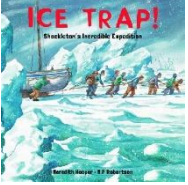

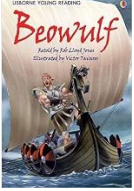
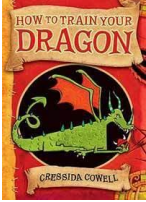

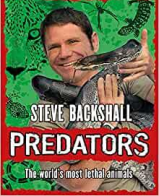


Year 4 Long Term Reading Overview

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|---|---|
|  |  |  |  |  |  |
| Phase 1 Targets | | Phase 2 Targets Keep referring to Phase 1 | | Phase 3 Targets Keep referring to Phases 1 & 2 | |
| V | -Use dictionaries to check the meaning of words that they have read -Discuss understanding as it develops and explain the meaning of words in context -Discuss words and phrases that capture the reader's interest and imagination | V | -Identify features that characterise books set in different cultures or historical settings | V | -Use specific vocabulary, and ideas expressed in the text, to support own responses |
| I | -Draw sound inferences, supported through reference to the text | I | -Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence | I | -Infer underlying themes and ideas |
| P | -Predict what might happen from details stated and implied | P | | P | |
| E | -Ask questions to improve their understanding of a text - Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader - Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters) -Identify how a range of presentational devices guide the reader in non-fiction - Identify how language, structure, and presentation contribute to meaning | E | -Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | E | -Make links between texts and to the wider world |
| R | -Retrieve and record information from non-fiction -Recognise and distinguish between fact and opinion | R | | R | -Use specific vocabulary, and ideas expressed in the text, to support own responses |
| S | -Identify main ideas drawn from more than one paragraph and summarising these | S | -Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text | S | -Infer underlying themes and ideas |
| -Listen to and discuss a wide range of fiction, poetry, non-fiction and reference books | | -I can make simple connections between books by the same author -Recognise some different forms of poetry (for example, free verse, narrative poetry) | | -Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | |