

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Reading Year 4

Long Term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Fiction | Raven Boy | Who Let the Gods Out | The Girl Who Stole an Elephant | Rooftoppers | The Nowhere Emporium | The Explorer |
| Non-Fiction | She Shoots, She Scores! | Children Who Changed the World | Shackleton's Journey | Rescuing Titanic | Amazing Islands | The Tudors |
| Picture Book | He Matchbox Diary | | The Barnabus | Firebird | The Great Kapok Tree | Flotsam |
| Other | <p>Poetry Talking Turkeys, Moon Juice</p> <p>Character Education Marcus Rashford: You are the Champion</p> <p>Archaic The Railway Children, The Lion, the Witch and the Wardrobe, Alice's Adventures in Wonderland, How the Camel got his Hump</p> | | | | | |

Content Declarative Knowledge 'I know' and Skills Procedural Knowledge 'I know how to'

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| Comprehension | Word Reading | Spoken Language |
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| <p>*I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>*I can show that I enjoy reading by reading lots of different types of books and for different reasons</p> <p>*I can use a dictionary to check the meaning of words.</p> <p>*I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.</p> <p>*I can discuss words and phrases that excite me in the books that I read</p> <p>*I can discuss different types of poetry e.g. free verse and narrative poetry.</p> <p>*I can check what I have read, and that I have understood it, by telling someone else what has happened.</p> <p>*I can ask questions about what I have read to help me understand a complicated text.</p> <p>*I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this.</p> <p>*I can predict what will happen in a text, using details I have already read to help me.</p> <p>*I can summarise what has happened in a text, using themes from paragraphs to help me.</p> <p>*I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning</p> <p>*I can find and record information from non-fiction texts over a wide range of subjects</p> <p>*I can join in a clear reasoned discussion about the books and poems that I have read, taking turns and listening to others.</p> | <p>*I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help me understand the meaning of new words.</p> <p>*I can read and decode further exception words accurately, including words that do not follow spelling patterns</p> | <p>*I can ask reasoned questions to improve my understanding of a text.</p> <p>*I can take part in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say.</p> |
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