

English Medium Term Planning

Talk for Reading

Year 4

Spring 1

**National Curriculum Reading Comprehension Objectives**

- develop positive attitudes to reading, and an understanding of what they read, by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than 1 paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Text			Vocabulary		
<p><b>Fiction</b>  <b>The Midnight Fox</b>                      Betsy Byars</p> <p><b>Non-fiction</b>  <b>Temperate Woodlands in The Wonder of Trees</b>                      Nicola Davies &amp; Lorna Scobie</p> <p><b>Poetry</b>  <b>Moonlit Apples</b>                      John Drinkwater</p>			<p><b>The Midnight Fox</b>                      Ravine, boulders, mosses, ferns, temple, underbrush, foliage, lightness, quickness, frivolous, skimmed</p> <p><b>Temperate Woodlands in The Wonder of Trees</b>                      Temperate, broad-leaf, conifer, deciduous, carpeting, fragments, wildwood, overheating, exposed, solved, reabsorb, nutrients, honeycomb, network, resist, damage, complex, community, destroyed</p> <p><b>Moonlit Apples</b>                      Wainscot, attic, dapples, sagging, corridors, orchard, boughs, tryst, moon-washed</p>		
Lesson Objectives/Reading Skills					
Week 1 Fiction	Week 2 Fiction	Week 3 Fiction	Week 4 Non-fiction	Week 5 Non-fiction	Week 6 Poetry
<p>LO: Predict what might happen from details stated and implied.</p> <p>LO: To retrieve information from the image to deduce/infer.</p> <p>LO: Identify how language, structure and presentation contribute to meaning.</p> <p>LO: Discuss and explore the meaning of words in context.</p> <p>LO: Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p>	<p>LO: Predict what might happen from details stated and implied.</p> <p>LO: Use inference and deduction to infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>LO: Identify how language, structure and presentation contribute to meaning.</p> <p>LO: To explain and discuss the characters' feelings and behaviour.</p>	<p>LO: Identify how language, structure and presentation contribute to meaning.</p> <p>LO: Discuss and explore the meaning of words in context.</p> <p>LO: Infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>LO: Ask questions to improve the understanding of characters' motives.</p> <p><b>Reading comprehension assessment based on The Midnight Fox</b></p>	<p>LO: Retrieve and record information.</p> <p>LO: Distinguish between statements of fact and opinion.</p> <p>LO: Explain and discuss their understanding of what they have read.</p> <p>LO: Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p>	<p>LO: Retrieve and record information.</p> <p>LO: Retrieve information from a text and use this to explain an answer.</p> <p>LO: Discuss and explore the meaning of words in context</p> <p>LO: Distinguish between statements of fact and opinion</p>	<p>LO: Learn a poem off by heart.</p> <p>LO: Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>LO: Discuss and explore the meaning of words in context</p> <p>LO: Identify how language, structure and presentation contribute to meaning.</p>

--	--	--	--	--	--

**National Curriculum**

- read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

English Medium Term Planning

Talk for Reading

Year 4

Spring 1