


Year Four – Autumn 1

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	The Whale Environmental Impact	Perseus & Medusa Religious & Cultural Diversity	The Lost Thing Individuality, Displacement & Invasion & Social Change	The Vanishing Rainforest Environmental Impact & Displacement & Invasion, Social Change	The Journey Displacement & Invasion	Manfish Environmental Impact & Technological Innovation
Statutory Requirements	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 </div> <div style="width: 45%;"> <ul style="list-style-type: none"> Recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> 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 one 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. </div> </div>					
Explanatory Phrases	<p>Build on previous vocabulary:</p> <p>I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions...</p>			<p>And focus on phrases first introduced in Y3:</p> <p>...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>		

Writing Curriculum Overview: Autumn 1


Quality Text & Writing Outcomes	<p>The Whale</p> <p>Poetry: Simile & Metaphor Fiction: Adventure & Myth (Setting & Atmosphere) Non-fiction: Recount (Newspaper Report)</p>	
Word	<p>Build on previous year and focus on: The grammatical difference between plural and possessive –s.</p>	
Sentence	<p>Build on previous year and focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials [for example, Later that day, I heard the bad news].</p>	
Text	<p>Build on previous year and focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of paragraphs to organise ideas around a theme.</p>	
Punctuation	<p>Build on previous year and focus on: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]. Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]. Use of commas after fronted adverbials.</p>	

Year Four – Autumn 2

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	The Whale Environmental Impact	Perseus & Medusa Religious & Cultural Diversity	The Lost Thing Individuality, Displacement & Invasion & Social Change	The Vanishing Rainforest Environmental Impact & Displacement & Invasion, Social Change	The Journey Displacement & Invasion	Manfish Environmental Impact & Technological Innovation
Statutory Requirements	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 one 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. 					
Explanatory Phrases	<p>Build on previous vocabulary:</p> <p>I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions...</p>			<p>And focus on phrases first introduced in Y3:</p> <p>...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>		

Writing Curriculum Overview: Autumn 2


Quality Text & Writing Outcomes	<p style="text-align: center;">Perseus & Medusa</p> <p style="text-align: center;">Poetry: Free Verse (Observation) Fiction: Myth (Character, Suspense & Action) Non-fiction: Instructions</p>	
Word	Build on previous learning and focus on: Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].	
Sentence	Build on previous learning and focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials [for example, Later that day, I heard the bad news].	
Text	Build on previous learning and focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	
Punctuation	Build on previous learning and focus on: Use of commas after fronted adverbials.	

Year Four – Spring 1

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	The Whale Environmental Impact	Perseus & Medusa Religious & Cultural Diversity	The Lost Thing Individuality, Displacement & Invasion & Social Change	The Vanishing Rainforest Environmental Impact & Displacement & Invasion, Social Change	The Journey Displacement & Invasion	Manfish Environmental Impact & Technological Innovation
Statutory Requirements	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> Recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> 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 one 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. 			
Explanatory Phrases	Build on previous vocabulary: I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions...			And focus on phrases first introduced in Y3: ...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...		

Writing Curriculum Overview: Spring 1

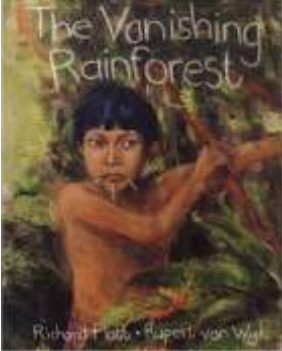
<p>Quality Text & Writing Outcomes</p>	<p style="text-align: center;">The Lost Thing</p> <p style="text-align: center;">Poetry: List Fiction: Fantasy (Setting, Dialogue & Character) Non-fiction: Persuasive Advert</p>	
<p style="text-align: center;">Word</p>	<p>Build on previous learning and focus on: The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</p>	
<p style="text-align: center;">Sentence</p>	<p>Build on previous learning and focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials [for example, Later that day, I heard the bad news].</p>	
<p style="text-align: center;">Text</p>	<p>Build on previous learning and focus on: Use of paragraphs to organise ideas around a theme.</p>	
<p style="text-align: center;">Punctuation</p>	<p>Build on previous learning and focus on: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]. Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]. Use of commas after fronted adverbials.</p>	

Year Four – Spring 2

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	The Whale Environmental Impact	Perseus & Medusa Religious & Cultural Diversity	The Lost Thing Individuality, Displacement & Invasion & Social Change	The Vanishing Rainforest Environmental Impact & Displacement & Invasion, Social Change	The Journey Displacement & Invasion	Manfish Environmental Impact & Technological Innovation
Statutory Requirements	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 one 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. 					
Explanatory Phrases	<p>Build on previous vocabulary:</p> <p>I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions...</p>			<p>And focus on phrases first introduced in Y3:</p> <p>...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>		

Writing Curriculum Overview: Spring 2


Quality Text & Writing Outcomes	<p style="text-align: center;">The Vanishing Rainforest</p> <p style="text-align: center;">Poetry: Free Verse Fiction: Hybrid Cultural (Setting, Atmosphere & Suspense) Non-fiction: Information</p>	
Word	Build on previous learning and focus on:	
Sentence	Build on previous learning and focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials [for example, Later that day, I heard the bad news].	
Text	Build on previous learning and focus on: Use of paragraphs to organise ideas around a theme.	
Punctuation	Build on previous learning and focus on: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]. Use of commas after fronted adverbials.	

Year Four – Summer 1

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	The Whale Environmental Impact	Perseus & Medusa Religious & Cultural Diversity	The Lost Thing Individuality, Displacement & Invasion & Social Change	The Vanishing Rainforest Environmental Impact & Displacement & Invasion, Social Change	The Journey Displacement & Invasion	Manfish Environmental Impact & Technological Innovation
Statutory Requirements	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 one 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. 					
Explanatory Phrases	Build on previous vocabulary: I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions...			And focus on phrases first introduced in Y3: ...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...		

Writing Curriculum Overview: Summer 1


<p>Quality Text & Writing Outcomes</p>	<p style="text-align: center;">The Journey</p> <p style="text-align: center;">Poetry: Black Out Fiction: Hybrid Cultural (Setting, Atmosphere, Character & Action) Non-fiction: Recount (Diary)</p>	
<p style="text-align: center;">Word</p>	<p>Build on previous learning and focus on: The grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</p>	
<p style="text-align: center;">Sentence</p>	<p>Build on previous learning and focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials [for example, Later that day, I heard the bad news].</p>	
<p style="text-align: center;">Text</p>	<p>Build on previous learning and focus on: Use of paragraphs to organise ideas around a theme.</p>	
<p style="text-align: center;">Punctuation</p>	<p>Build on previous learning and focus on: Use of commas after fronted adverbials.</p>	

Year Four – Summer 2

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	The Whale Environmental Impact	Perseus & Medusa Religious & Cultural Diversity	The Lost Thing Individuality, Displacement & Invasion & Social Change	The Vanishing Rainforest Environmental Impact & Displacement & Invasion, Social Change	The Journey Displacement & Invasion	Manfish Environmental Impact & Technological Innovation
Statutory Requirements	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 one 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. 					
Explanatory Phrases	Build on previous vocabulary: I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions...			And focus on phrases first introduced in Y3: ...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...		

Writing Curriculum Overview: Summer 2

<p>Quality Text & Writing Outcomes</p>	<p>Manfish</p> <p>Poetry: Renga Fiction: Hybrid Adventure (Character, Setting & Atmosphere) Non-fiction: Recount (Biography)</p>	
<p>Word</p>	<p>Build on previous learning and focus on: The grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</p>	
<p>Sentence</p>	<p>Build on previous learning and focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials [for example, Later that day, I heard the bad news].</p>	
<p>Text</p>	<p>Build on previous learning and focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	
<p>Punctuation</p>	<p>Build on previous learning and focus on: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]. Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]. Use of commas after fronted adverbials.</p>	

