

Planning Themes	<b>Year 4</b>	NB: You will need to teach all elements of reading across each week/term depending on how you organise your guided reading.			
	<b>Assessment Targets</b>		Key Elements Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarising <i>see Reading VIPERS</i>		
	Term 1				
Fluency Summarising Prediction Scanning and Skimming	1. Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation e.g. Children need to be reading fluently. Use the skill to plan decoding intervention for those children who are struggling to read unfamiliar words or words linked to the Y3/4 spelling rules				
	2. Use skimming to locate main ideas in the text				
	3. Summarise ideas from across several paragraphs or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report				
	4. Predict what may happen based on both what has been implied e.g. I think mum will get cross because Tom knew he shouldn't have lied				
	5. Use scanning to locate pieces of information				
	6. Use age appropriate dictionaries to check the meanings of words e.g. Junior dictionaries, online dictionaries, word banks developed in English lessons				
	Term 2				
Fluency Vocabulary	7. Discuss their understanding of both texts they have read independently and those read to them				
	8. Explain the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't				
	9. Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are				
	10. Independently identify key questions to research about a topic				
	11. Orally retell whole stories/sections of stories linked to the Y4 range				
	Term 3				
Fluency Gathering information from the text Explaining	12. Identify the author's message about the theme of a text e.g. being honest is the best way to be;; it's ok to lie when you need to				
	13. Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping				
	14. Use contents, indexes, glossaries and sub-headings to locate relevant information.				
	Term 4				
Inference	15. Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real				
	16. Recite poems by heart, using intonation, tone and volume to gain the interest of the listener				
	17. Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play				
	Term 5/6				
Inference Justifications Explanations Fluency	18. Justify inferences within several pieces of evidence from the text to support one specific point				
	19. Identify the language conventions of non-fiction in relation to the text type (see range)				
	20. Identify the structural conventions of non-fiction in relation to the text type (see range)				
	21. Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork				
	22. Reading books that are structured in different ways and for a range of different purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books)				
	23. Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean?				
	24. Explain views and listen to the views of others and respond				
	25. Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words e.g. children should be reading a range of age-appropriate texts without undue hesitation				