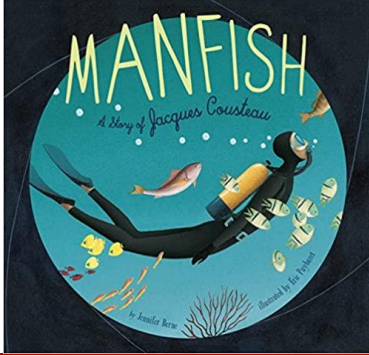


## Year Four – Summer 2

### Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Quality Text &amp; Interconnection</b>	<b>The Whale Environmental Impact</b>	<b>Perseus &amp; Medusa Religious &amp; Cultural Diversity</b>	<b>The Lost Thing Individuality, Displacement &amp; Invasion &amp; Social Change</b>	<b>The Vanishing Rainforest Environmental Impact &amp; Displacement &amp; Invasion, Social Change</b>	<b>The Journey Displacement &amp; Invasion</b>	<b>Manfish Environmental Impact &amp; Technological Innovation</b>
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and</li> <li>• Reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of                   <ul style="list-style-type: none"> <li>• Purposes</li> <li>• Using dictionaries to check the meaning of words that they have read</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories,</li> <li>• Myths and legends, and retelling some of these orally</li> <li>• Identifying themes and conventions in a wide range of books</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Discussing words and phrases that capture the reader’s interest and imagination</li> </ul> </li> </ul> </li> <li>• Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• Understand what they read, in books they can read independently, by:               <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>• Retrieve and record information from non-fiction</li> <li>• 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.</li> </ul>					
<b>Explanatory Phrases</b>	<p><b>Build on previous vocabulary:</b></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><b>And focus on phrases first introduced in Y3:</b></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: Summer 2

<p><b>Quality Text &amp; Writing Outcomes</b></p>	<p style="text-align: center;"><b>Manfish</b></p> <p style="text-align: center;"><b>Poetry:</b> Renga  <b>Fiction:</b> Hybrid Adventure (Character, Setting &amp; Atmosphere)  <b>Non-fiction:</b> Recount (Biography)</p>	
<p><b>Word</b></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><b>Sentence</b></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><b>Text</b></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><b>Punctuation</b></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>	