

English Curriculum Reading Comprehension Map
Texts will vary as our teachers read from the heart

Year Four Reading						
POEMS, STORIES, PLAYSCRIPTS AND NON-FICTION	Autumn Term		Spring Term		Summer Term	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Romans on the Rampage / Escape from Pompeii <i>Jeremy Strong / Christina Balit</i> Shape poems (volcanoes), acrostic poems, rhyme. Boudica playscript.		Raiders How to Train Your Dragon <i>Cressida Cowell</i> Free verse poetry (The Magic Box by Kit Wright) Haiku poems		It's a Hard Life Hetty Feather/The Secret Diary of Jane Panny (Victorian housemaid) <i>Jacqueline Wilson / Philip Ardagh</i> Performance poetry, rhyme. Children in Victorian era playscript.	

Statutory requirements

- Pupils should be taught to:
develop positive attitudes to reading and 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 re
- 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

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- 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
- 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