



ST. JOHN BOSCO RC PRIMARY SCHOOL

Long Term Plan		Reading				Year Group:	4
	Autumn Term		Spring Term		Summer Term		
	1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half	
Fiction	<ul style="list-style-type: none"> ▪ Explore the structure of a story: <ul style="list-style-type: none"> ❖ Introductions ❖ Build ups ❖ Conflict ❖ Resolution ▪ Explore periods of time in a range of texts and how this affects the text ▪ Explore the authors vocabulary choices and sentence structure to create 'effects' on the reader 	<ul style="list-style-type: none"> ▪ Compare and contrast different stories and their structure concentrating on: <ul style="list-style-type: none"> ❖ Pace ❖ Build up ❖ Sequence ❖ Conflict ❖ Resolution ▪ Identify and describe the main characteristics of key characters in the text ▪ Be able to justify their views ▪ Be able to predict actions based on the text 	<ul style="list-style-type: none"> ▪ Investigate the use of paragraphs to order and develop ideas ▪ Explore cohesive devices used ▪ Identify techniques used to create mood and atmosphere in the text <ul style="list-style-type: none"> ❖ Figurative language ❖ Expressive language 	<ul style="list-style-type: none"> ▪ Explore how the use of expressive and descriptive language can create moods, create expectation and build tension 	<ul style="list-style-type: none"> ▪ Explore and explain the use of figurative language in stories, compare language and give examples ▪ Be able to understand the difference between what is written and what is implied 	<ul style="list-style-type: none"> ▪ Identify social, moral, cultural issues in stories ▪ Identify how the character deals with the issue in the story 	
Non-Fiction	<ul style="list-style-type: none"> ▪ Be able to explain the techniques the author uses to explain a non-fiction text ▪ Identify how and why paragraphs are used to sequence the text, information ▪ Identify the features of recounted texts <ul style="list-style-type: none"> ❖ sports reports ❖ diaries ❖ introduction ❖ sequence ❖ illustrations ❖ use of conjunctions ❖ formal language 	<ul style="list-style-type: none"> ▪ Identify a range of non-fiction texts <ul style="list-style-type: none"> ▪ Focusing on <ul style="list-style-type: none"> ❖ features ❖ Content ❖ Structure ❖ Vocabulary ❖ Style ❖ Layout ❖ Purpose ▪ Evaluate how choice of language and style adds impact in persuasive texts ▪ Evaluate and research adverts for impact ▪ Focus on: <ul style="list-style-type: none"> ❖ exaggerated claims ❖ tactics to grab the reader's attention ❖ puns, jingles, alliteration ❖ choice of words 	<ul style="list-style-type: none"> ▪ Investigate reading strategies used to suit the type of non-fiction texts ▪ Identify key features of explanation texts ▪ To be able to identify the text <ul style="list-style-type: none"> ❖ answers a question ❖ includes and introduction ❖ sequenced explanation ❖ is organised into paragraphs ❖ present tense ❖ use of passive voice ❖ includes diagrams 	<ul style="list-style-type: none"> ▪ Evaluate a non-fiction book/text for its contents <ul style="list-style-type: none"> ❖ headings ❖ index ❖ diagrams etc ▪ Use non-fiction books to aid in a research task <ul style="list-style-type: none"> ❖ find information ❖ know where to find information 	<ul style="list-style-type: none"> ▪ Read non-fiction texts, make notes on the text ▪ Select key words ▪ Identify the main features of a newspaper text <ul style="list-style-type: none"> ❖ layout ❖ level of formality ❖ headlines ❖ orientation ▪ Be able to make a prediction based on the headlines of an article 	<ul style="list-style-type: none"> Read non-fiction texts and present the gained information <ul style="list-style-type: none"> ▪ notes ▪ labelled diagram ▪ report 	



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Poetry	Autumn Term		Spring Term		Summer Term		
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	<ul style="list-style-type: none"> ▪ Investigate older poems, identify their features ▪ Comment on use of similes, expressive language to create effects for the reader 	Research a range of poems: <ul style="list-style-type: none"> ❖ free verse ❖ rhyming ❖ shape ❖ narrative <ul style="list-style-type: none"> ▪ Develop performance poetry by varying volume, pace and expression 	<ul style="list-style-type: none"> ▪ Compare poems to stories ▪ Use drama to perform poems and increasing comprehension 	<ul style="list-style-type: none"> ▪ Be able to discuss a 'rap' rhyming poem ▪ Be able to identify patterns of rhyme <ul style="list-style-type: none"> ❖ choruses ❖ rhyming couplets ❖ alternate line rhymes ▪ Be able to add actions, music, drama to enhance poems meaning 	<ul style="list-style-type: none"> ▪ Be able to critique poem and explain own thoughts ▪ Explain words in poems that evoke the senses ▪ Explore kenning poems, explaining the term metaphor 	<ul style="list-style-type: none"> ▪ Compare and contrast poems on a similar theme ▪ Recognise different forms of poetry <ul style="list-style-type: none"> ❖ free verse ❖ features ❖ purpose ▪ Be able to explain the terms <ul style="list-style-type: none"> ❖ verse ❖ chorus ❖ couplet ❖ stanza ❖ rhyme ❖ alliteration 	