Weston Park Primary School

Reading Overview 2021-2022

	Autumn 1 (7 weeks) Anglo Saxons Monday 6th September — Friday 22nd October				Year 4
	Key text	**Supporting texts**	**NC skills**	**Expected outcomes**	**Reading taught elsewhere (Eg: WAGOLL, text immersion, research in topic, P4C links)**
Wk 1	Flotsam		* Prediction * Make inferences * Draw inferences	* Daily quick fire retrieval and inference questions through class reading text. * Discuss front cover. Make predictions with justification. * Explain our views about the text. * Introduce year 4 stem sentences * Inferring the relationship of two characters and their personalities.	Wagoll
Wk 2	I was a rat by Phillip Pullman		* Prediction * Retrieve information from non -fiction. * Make inferences * Retrieve from fiction text * Evaluate the use of vocabulary	* Daily quick fire retrieval and inference questions through class reading text. * Discuss front cover. Make predictions with justification. * Answering retrieval questions to show understanding of the class text * Retrieval from non fiction about rats to gather information to link to our class text * Draw a picture from the author's words in the text. * Use the text to justify how we know information about the characters in the class text.	History research less.
WK 3	I was a rat by Phillip Pullman		* Draw inferences * Retrieve and record information from non fiction text * Justify our predictions with evidence from the text. * Name features of a play script	* Daily quick fire retrieval and inference questions through class reading text. * Explain how characters are feeling towards a place using justifying using the text. * Gathering facts about orphanages through retrieval of text that can link to class text. * Understand the purpose of a play, its structure and features and in groups act out a play with different characters. * Predict what the character will do next using what we have read so far.	
Wk 4	I was a rat by Phillip Pullman		* Retrieve and record information from non fiction text * Draw inference from character's actions in a poem * Summarise a character's thoughts and feelings. * Use a dictionary to explain the meanings of words we have read.	* Daily quick fire retrieval and inference questions through class reading text. * Gather information about circuses linking to our class text. * Understand feelings portrayed through words using inferences kills * Using a dictionary, write down meanings of words to help with understanding of text. *	WAGOLL
Wk 5	I was a rat by Phillip Pullman		* Identify main ideas drawn from more than one paragraph and summarise these. * Discuss words and phrases that capture the reader's interest and imagination * Retrieve from non fiction text	* Daily quick fire retrieval and inference questions through class reading text. * Letter to Roger telling him whether to leave the circus or not. * Answering questions about the human body gaining information for science.	

	Autumn 2 (7 weeks) Vikings				Year 4
	Monday 1st November — Friday 17th December				
	Key text	**Supporting texts**	**NC skills**	**Expected outcomes**	**Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)**
Wk 1	Odd and the frost giant		∗ Make a prediction ∗ Retrieve from non fiction text ∗ Summarise from text	∗ Prediction of what is going to happen, using clues from front cover and ask questions about the book.. ∗ Answering retrieval question to show understanding of story so far. ∗ Use thr big 5 to summarise story so far.	WAGOLL
Wk 2	Odd and the frost giant		∗ Make inferences ∗ Retrieve from non fiction text ∗ use dictionary to check meaning fo words ∗ Discuss words and phrase that capture reader's interest and imagination.	∗ Gather information about the northern lights linking to the class text story and the area the book is set in. ∗ Use dictionary to understand meaning of words. ∗ Gather information about Vikings to link to our class text and history topic. ∗ As a class discuss the meanings to words and phrases and how they link to the story.	
WK 3	Odd and the frost giant The wild robot (Fri)		∗ Recognise themes in different books ∗ Recognise a form of poetry ∗ Listen to, discuss and retrieve from poetry ∗ Make a prediction	∗ Make links between 2 books—simialritieis and differences ∗ Create an acrostic poem using sentences given to them. ∗ Predict from the front cover of what is going to happen in the book ∗	
Wk 4	The wild robot		∗ Ask questions to improve understanding of text ∗ Make connections and share opinions ∗ Draw inferences ∗ Discuss words and phrases that capture readers interest ∗ Retrieve from fiction	∗ The big 5, ask questions about the story, share opinion, make connections and predict (now read further). ∗ Diary entry from Ros the robot's point of view. ∗ Match words to their meanings to help understand text ∗ Retrieve from text to show understanding. ∗ Character description of Ros the robot and convince me that Ros is not a monster using text to justify answer.	WAGOLL
Wk 5	The wild robot		∗ Make prediction ∗ Identify main ideas drawn from more than one paragraphs and summarise them ∗ Retrieve from fiction	∗ Predict of what is going to happen next. ∗ Summarise the chapters to the animals meeting Ros and Ros helping the animals. ∗ Retrieveal questions to show understanding of story ∗ Retrieval question to gather information.	

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	Spring 1 (7 weeks) Monday 4th January — Friday 18th February				Year 4
	Key text	**Supporting texts**	**NC skills**	**Expected outcomes**	**Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)**
Wk 1	Krindle krax		∗ Make a prediction from front cover ∗ Retrieve from fiction ∗ Retrieve and make inferences from text	∗ Predict from front cover using clues—try to retell story. ∗ Predict after reading chapter 1 ∗ Character description of Ruskin ∗ Answering a mix of questions to show understanding of story so far.	WAGOLL
Wk 2	Krindle krax		∗ Retrieve from non fiction text ∗ Identify main ideas drawn from more than one paragraph and summarise ∗ Draw inferences ∗ Discuss words and phrases that capture the readers interest and imagination.	∗ Gather information about south America to link to geography learning. ∗ Summary paragraph about beginning of story. ∗ Character description of Elvis. ∗ Use of year 4 stem sentences to explain why the author has used words/phrases to show understanding.	
WK 3	Krindle krax		• Use dictionaries to check meanings of words • Retrieve from non fiction text • Draw inferences • Predict what might happen from details stated and implied.	∗ Find meanings of words to link to their geography learning ∗ Gather information about biomes linking to their geography learning ∗ Answer questions to show how characters are feelings using extracts from the text. ∗ Make a prediction of who/what is krindlekrax.	
Wk 4	Krindle krax		• Summarise • Draw inferences • Asking questions to improve their understanding • Retrieve from non fiction text	∗ Summary paragraph ∗ Infer how Ruskin is feeling from extract of text. Use text to justify answer. Use year 4 stem sentences. ∗ Class discussion of questions towards author or characters—photo page. ∗ Gather information about a jaguar (rainforest) linking to geography and writing learning journey.	WAGOLL
Wk 5	Krindle krax		• Retrieve from non fiction • Understand authors choice of language • Draw inferences • Summarise what has happened so far.	∗ Gather information about the water cycle for geography learning. ∗ Diary entry from Ruskin point of view when he found out about krindlekrax and his mum putting toast down the drain. ∗ Gather information about rainforest animal ∗ Summary paragraph.	
Wk 6	Krindle krax		• Retrieve from non fiction text Retrieve from fiction text	∗ Gather information about crocodile linking to writing journey. Gather information about piranha linking to writing journey.	

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Reading Overview 2021-2022

		Spring 2 (6weeks)			Year 4
		Monday 28th February — Friday 8th April			
	Key text	Supporting texts	NC skills	Expected outcomes	Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)
Wk 1	The miraculous journey of Edward Tulane		* Make a prediction from front cover * Retrieve from non fiction (day of the dead—international day(* Infer from a character's actions * Understanding the meaning of words using a dictionary. *	* Create a prediction and justify answer using clues from the front cover—use ueat 4 reading stem sentences * Answer questions to show understanding of day of the dead event. * Answer questions to show inference towards certain chapter/extract in story. * Write meanings of words and in discussions link them back to class text to show understanding of words in context.	WAGOLL
Wk 2	The miraculous journey of Edward Tulane		* infer a character's feelings and motives * Retrieve information from the story * predict from what I have read so far * Infer a character's thoughts, feelings and actions.	* Answer questions to show inference towards certain chapter/extract in story. * Complete the table showing the places that Edward has been on his journey, who he has met and how long he has been there for. * Make a prediction about what is going to happen to Edward next, using clues from the story so far. * Answer questions to show inference of the author's use of words.	
WK 3	The miraculous journey of Edward Tulane		• Deepening understanding—retrieval from poetry • Inference skills * Inferring relationship of 2 characters * Retrieval and inference of a character's feelings throughout the story.	* Answering questions showing understand of the poem. * Write a letter as the character Edward to Albiene, explaining where you are and how you are feeling. Describe the setting. * Creating a rap/poem explain the relationship between 2 characters in the story. * Show the change of character over time throughout the story—how he feels towards people and situations.	
Wk 4	The Kapok Tree		• Mon—WALT: summarise the story from main character's point of view and show his personal development. • Tues—make links between stories • Thurs—Predict from front cover and blurb • Fri—Discuss choice of vocabulary and explore why it is effective •	* Summary paragraphs * Venn diagram showing links between other stories * Prediction * Draw the image the author is portraying of the tree and label answer questions about the vocabulary the author has used in the text. * Give them word bank and stem sentences—children have a piece of text from book and they explain the effect the words give in the book. * Have words and phrases from the text—link it to what animal the author is describing. What effect does this give to the reader? *	WAGOLL

	Summer 1 (6weeks)				Year 4
	Key text	**Supporting texts**	**NC skills**	**Expected outcomes**	**Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)**
Wk 1	Tar Beach		* Make a prediction about a text based on evidence * Identify and infer character's thoughts and feelings. * Participate in discussions about books, taking turns and listening to others. * Identify how structure and presentation contribute to meaning. *	* Prediction of the front cover. * Thought bubbles for each character * Book review of the story * Answer questions about the pictures in the book, the layout of the book, the purpose and the effect of the large pictures but small sections of text.	
Wk 2	Tar Beach		* Asking questions to improve understanding * Use inference to discuss a characters feelings. * Identify themes and conventions * Retrieval from non fiction text	* Write Cassie a letter asking her questions. * Answer the questions as if they were Cassie, how would the character reply to these questions. * Discussion of themes in the book—children justify which one is the most important theme in the book and why. * Answering retrieval questions *	
WK 3	Rain Player		• STRIKE DAYS • I can make meaningful predictions using evidence from the text,	* **To make inferences and predict from a text.** *	
Wk 4	Rain Player		• Ask questions to improve my understanding. • Identify how language, structure, and presentation contribute to meaning • identifying main ideas drawn from more than 1 paragraph and summarising these	* Summaries a text,	
Wk 5	Wolf Brother		• .Strike Days: • Make predictions about the text from evidence on the front cover. • identifying main ideas drawn from more than 1	* Refine predictions after we read the Blurb– are we on the right track? What could be the problem in this story? Resolution. * Write a summary of the text so far. * As we read, stop for unfamiliar words and phrases and discuss	

	Summer 2 (6weeks)				Year 4
	Key text	**Supporting texts**	**NC skills**	**Expected outcomes**	**Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)**
Wk 1	Wolf Brother		* predicting what might happen from details stated and implied * discussing words and phrases that capture the reader's interest and imagination * identifying how language, structure, and presentation contribute to meaning * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	* Predict at the end of 3 main chapters across the book– What will happen next, drawing on past actions of a character. * Understand the meaning behind new words made up by a character using clues from the text. * Character development between Torak and Renn. Inferring how each character is feeling at different points in the story.	
Wk 2	Wolf Brother		* identifying main ideas drawn from more than 1 paragraph and summarising these * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * identifying how language, structure, and presentation contribute to meaning * 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	* Write a diary entry from Renn's perspective about how she is feeling towards Torak now. * Read sections regularly, stopping to disucss word choice, ensure we understand what is happening and ask questions.	
WK 3	Fireworkers daughter		* Make prediction about a text * Draw inferences such as inferring a characters thoughts. * Ask questions to improve understanding * Draw inferences	* Prediction * Diary entry in the role of a character * Create questions linked to the story that the children want answering. * Answer inference questions linked to the character in the text.	
Wk 4	Fireworkers daughter		* Discuss words and phrases that capture the reader's interest and imagination * Identify how language, structure and presentation contributes to meaning * Learn the conventions of different types of writing * Make inferences and predictions about a text	* Write a descriptive paragraph about what you think the cave will be like inside. * Edit and rewrite the text using improved language. * Create a poster to support Lila and her father's firework display * Write a prediction for what might happen after the story finishes	
Wk 5	Fire work	(week 6 on summer 2	* Identify how language contributes to meaning	* Identify names of fireworks and answer the questions in a table	