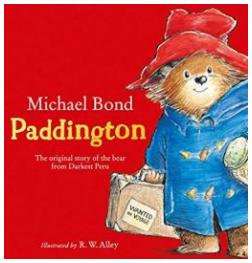
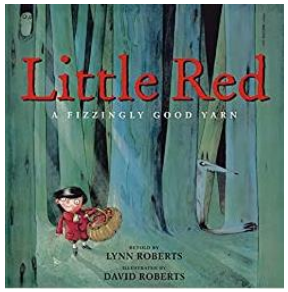
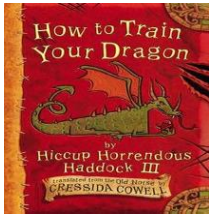
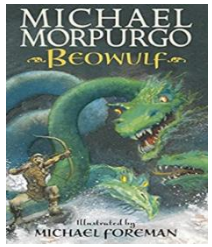
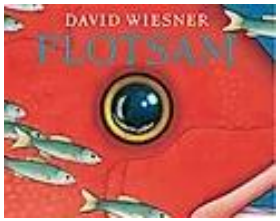
Year 4 Reading Long Term Overview

Concept: Curiosity		Concepts: Law, rights, justice		Concept: Change	
London	**Journeys**	**Dragons**	**Invaders and settlers**	**Myths & Monsters**	**Seas & Coasts**
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Learning Journey 1	**Learning Journey 1**	**Learning Journey 1**	**Learning Journey 1**	**Learning Journey 1**	**Learning Journey 1**
Text: Paddington by Michael Bond (heritage) 	**Text: Little Red by Lynn Roberts** 	**Text: How to train your dragon by Cressida Cowell (novel)** 	**Text: Beowulf by Michael Morpurgo** 	**Text: The Iron Man by Ted Hughes (complexity of plot)**	**Text: Flotsam by David Weisner** 
Key NC Statements	**Key NC Statements**	**Key NC Statements**	**Key NC Statements**	**Key NC Statements**	**Key NC Statements**
asking questions to improve their understanding of a text predicting what might happen from details stated and implied	asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings and thoughts justifying inferences with evidence	reading books that are structured in different ways and reading for a range of purposes predicting what might happen from details stated and implied identifying how language, structure, and presentation contribute to meaning	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	discussing words and phrases that capture the reader's interest and imagination 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 predicting what might happen from details stated and implied drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

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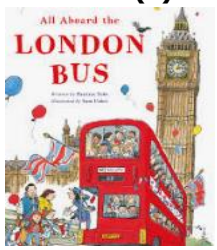
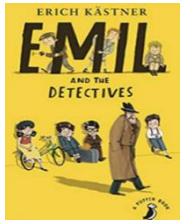
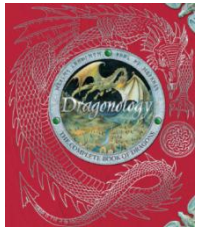
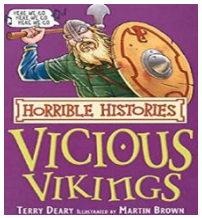
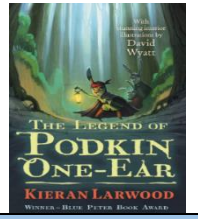
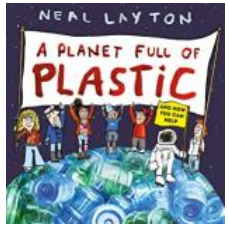
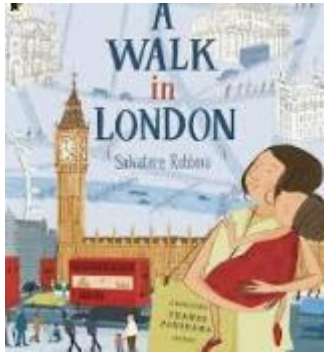
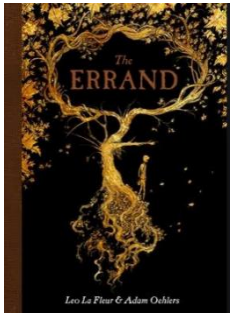
			using dictionaries to check the meaning of words that they have read		
Learning Journey 2	**Learning Journey 2**	**Learning Journey 2**	**Learning Journey 2**	**Learning Journey 2**	**Learning Journey 2**
Text: All aboard the London bus by Patricia Toht (P) 	**Text: Emil and the detectives by Erich Kastner (archaic)** 	**Text: Dragonology: the complete book of dragons.** 	**Text: Horrible histories – Vicious Vikings (NF)** 	**Text: The legend of Podkin one ear by Kieran Larwood (novel)** 	**Text: A planet full of plastic by Neal Layton (NF)** 
Key NC Statements	**Key NC Statements**	**Key NC Statements**	**Key NC Statements**	**Key NC Statements**	**Key NC Statements**
recognising some different forms of poetry [for example, free verse, narrative poetry] identifying how language, structure, and presentation contribute to meaning recognising some different forms of poetry [for example, free verse, narrative poetry]	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context predicting what might happen from details stated and implied drawing inferences such as inferring characters' feelings and thoughts justifying inferences with evidence	reading books that are structured in different ways and reading for a range of purposes develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of non-fiction and reference books or textbooks identifying how language, structure, and	develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of non-fiction and reference books or textbooks asking questions to improve their understanding of a text retrieve and record information from non-fiction	discussing words and phrases that capture the reader's interest and imagination predicting what might happen from details stated and implied drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of non-fiction and reference books or textbooks identifying main ideas drawn from more than one paragraph and summarising these

		presentation contribute to meaning			retrieve and record information from non-fiction
Learning Journey 3	**Learning Journey 3**	**Learning Journey 3**	**Learning Journey 3**	**Learning Journey 3**	**Learning Journey 3**
Text: A walk in London by Salvatore Rubbino (NF) 	**Text: Coming Home by Michael Morpurgo (poetic narrative)** 	**Text: The Dragon Slayer (video Literacy Shed)** 	**Text: Arthur and the golden rope by Joe Todd-Stanton** 	**Text: The Errand by Leo LaFleur** 	**Text: Silver by Walter de la Mare (P)**
Key NC Statements	**Key NC Statements**	**Key NC Statements**	**Key NC Statements**	**Key NC Statements**	**Key NC Statements**
identifying conventions in a wide range of books apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	reading books that are structured in different ways identifying how language, structure, and presentation contribute to meaning recognising some different forms of poetry [for example, free verse, narrative poetry]	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. drawing inferences such as inferring characters' feelings, thoughts and	predicting what might happen from details stated and implied drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	reading books that are structured in different ways drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	recognising some different forms of poetry [for example, free verse, narrative poetry] preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

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retrieve and record information from non-fiction	using dictionaries to check the meaning of words that they have read	motives from their actions, and justifying inferences with evidence		identifying how language, structure, and presentation contribute to meaning	discussing words and phrases that capture the reader's interest and imagination