






Autumn Year 4	In Year 4, high quality teaching focussing on high quality texts is used continue to develop our children’s vocabulary as well as the breadth and depth of their reading - making sure that they become independent, fluent and enthusiastic readers who read widely, frequently and have a love of reading. Building on the authors explored in previous years, the children hear/read age appropriate texts and extracts from the same authors, developing familiarity with their bodies of work and author style. They also continue to be exposed to the work of newer authors (modern classics) from diverse genres/text types. To develop their reading comprehension, through VIPERS sessions, our children learn how to explore and analyse the language, structure and content of texts and develop the skills and strategies to discuss these, using the text to justify their thoughts, ideas and opinions. Building on the premise of Key Stage 1, all children have exposure to stories, poetry, play scripts and non-fiction texts but of an increasingly complex nature (in both content and style) in preparation for the sophistication of texts they will meet in Years 5 and 6.	Links meaningfully	Interesting Engaging	Strong Narrative	Provide diversity	Accessible to all	Distinctive Playful Memorable	Thought provoking Challenging	Craft of writing
<u>Class novel</u>	 <ul style="list-style-type: none"> George’s Marvellous Medicine – Roald Dahl 								
	 <ul style="list-style-type: none"> The Lion Above the Door – Onjali Q. Rauf 								
<u>Vipers Texts</u>	The Magic of The Brain by Jenny Joseph (poem)								
	Diary of A Killer Cat (extracts)								
	Wilbur’s Diary (extract)								
	Diary of An Accidental Witch (extract)								
	Extract from George Taylor’s Diary (non-fiction)								
	Alice in Wonderland (extract)								

Spring Year 4	In Year 4, high quality teaching focussing on high quality texts is used continue to develop our children’s vocabulary as well as the breadth and depth of their reading - making sure that they become independent, fluent and enthusiastic readers who read widely, frequently and have a love of reading. Building on the authors explored in previous years, the children hear/read age appropriate texts and extracts from the same authors, developing familiarity with their bodies of work and author style. They also continue to be exposed to the work of newer authors (modern classics) from diverse genres/text types. To develop their reading comprehension, through VIPERS sessions, our children learn how to explore and analyse the language, structure and content of texts and develop the skills and strategies to discuss these, using the text to justify their thoughts, ideas and opinions. Building on the premise of Key Stage 1, all children have exposure to stories, poetry, play scripts and non-fiction texts but of an increasingly complex nature (in both content and style) in preparation for the sophistication of texts they will meet in Years 5 and 6.	Links meaningfully	Interesting Engaging	Strong Narrative	Provide diversity	Accessible to all	Distinctive Playful Memorable	Thought provoking Challenging	Craft of writing
<u>Class novel</u>	 <ul style="list-style-type: none"> • The BFG – Roald Dahl 								
<u>Vipers Texts</u>	The BFG (extracts)								
	Newspaper Report from current news								
	A Poem to Be Spoken Silently by Pie Corbett								
	The Bird Feeder (non-fiction)								
	Groosham Grange (extract)								
	Bouncing (poem)								

Summer Year 4	In Year 4, high quality teaching focussing on high quality texts is used continue to develop our children’s vocabulary as well as the breadth and depth of their reading - making sure that they become independent, fluent and enthusiastic readers who read widely, frequently and have a love of reading. Building on the authors explored in previous years, the children hear/read age appropriate texts and extracts from the same authors, developing familiarity with their bodies of work and author style. They also continue to be exposed to the work of newer authors (modern classics) from diverse genres/text types. To develop their reading comprehension, through VIPERS sessions, our children learn how to explore and analyse the language, structure and content of texts and develop the skills and strategies to discuss these, using the text to justify their thoughts, ideas and opinions. Building on the premise of Key Stage 1, all children have exposure to stories, poetry, play scripts and non-fiction texts but of an increasingly complex nature (in both content and style) in preparation for the sophistication of texts they will meet in Years 5 and 6.	Links meaningfully	Interesting Engaging	Strong Narrative	Provide diversity	Accessible to all	Distinctive Playful Memorable	Thought provoking Challenging	Craft of writing
<u>Class novel</u>	 <ul style="list-style-type: none"> How to Train Your Dragon – Cressida Cowell 	■	■	■	■	■	■	■	■
	 <ul style="list-style-type: none"> Song of the Dolphin Boy – Elizabeth Laird 	■	■	■	■	■	■	■	■
<u>Vipers</u>	The Saga of Erik the Viking (extract)	■	■	■	■	■	■	■	■
<u>Texts</u>	Apes to Zebras: An A-Z of Shape Poems	■	■	■	■	■	■	■	■
	Our Castle by the Sea (extract)	■	■	■	■	■	■	■	■
	Curse of Cogston House (extract)	■	■	■	■	■	■	■	■
	Gut Garden (non-fiction)	■	■	■	■	■	■	■	■
	Who Eats What? Food Chains (non-fiction)	■	■	■	■	■	■	■	■
	How to Train Your Dragon – Cressida Cowell (extracts)	■	■	■	■	■	■	■	■
	Song of the Dolphin Boy – Elizabeth Laird (extracts)	■	■	■	■	■	■	■	■
	Treasure Island (extract)	■	■	■	■	■	■	■	■