

Year 4 Reading Overview Summer 1

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Secrets of a Sun King</p> <p>Emma Carroll Chapter 1</p>	Bank Holiday	<p>Book introduction</p> <p>Look at the front cover</p> <p><u>LO To discuss words and phrases that capture the readers interest and imagination.</u></p> <p>Prediction discussion before reading- Look at the front cover of the book- what clues are there to what it is about? Children annotate the image and state what they know and what they think they know.</p> <p>Read blurb modelled- Which words have been chosen to entice the reader into reading the story?</p> <p>What extra information does this give to the reader? Would you want to read this book? Why/why not?</p> <p>Model read chapter 1</p> <p>Identify words and phrases that capture the interest of the children as readers. Vocabulary check- suggested words- filthy, baffled, polished off, niceties, unravelling,</p>	<p>Echo read extract from chapter 1 top of page 8- Now Grandad... end of chapter 1.</p> <p><u>LO To identify characters and setting of the story.</u></p> <p>When and where is the story set? How do we know it is set in the past- find 3 pieces of evidence.</p> <p>How do we know that the family doesn't have much money?</p> <p>Find evidence to add to the working wall.</p>	<p>Choral read</p> <p>Speedy read the new vocabulary from yesterday</p> <p>Speedy read any HFW/CEW as needed</p> <p><u>LO: To use evidence from text to answer questions</u></p> <p>What do we learn about Lil from the first chapter? What do we think of her character and why? Give evidence to support your ideas. Model some together for working wall and add some to books independently too.</p> <p>Discuss what children know about Tutankhamun from last term reading to bring to this text too.</p>	<p><u>LO To retrieve and record information from non-fiction.</u></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p>Teacher to choose what works best at this point in the term and add in here which one is used.</p> <p>Read chapter 2 before next week.</p>

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Week 2	<p>Secrets of a Sun King Chapter 3</p>	<p>Modelled read chapter 3</p> <p>Speedy read new vocabulary- Identify words and phrases that capture the interest of the children as readers.</p> <p><u>LO To identify the use of vocabulary.</u></p> <p>What does ...harder to be pally with mean?</p> <p>Misery mongering</p> <p>glinted</p>	<p>Echo read</p> <p>Speedy reading of key words and unfamiliar words as needed.</p> <p><u>LO To use evidence from text to support explanations.</u></p> <p>What does Lil mean when she proclaims she is going to do some digging of her own?</p> <p>Model writing together an answer using evidence from the text.</p> <p>Add in retrieval questions here as needed for pupils to understand the text.</p>	<p>Choral read</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO: To use evidence from text to support explanations.</u></p> <p>Lil doesn't think she has the right to feel upset. Do you agree? Why?</p> <p>Write a shared answer to this question.</p>	<p>Partner/ performance read</p> <p>Speedy read any words as identified from other . readings aloud- include CEW/ HFW here too.</p> <p><u>LO To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</u></p> <p><u>Independent answering of questions using evidence form the text.</u></p> <p>Who does Lil meet at the museum? What are your first impressions of them?</p> <p>How do you think Lil felt when she realised it was the wrong rucksack?</p>	<p>Reading for pleasure time- teachers to have time to listen to pupils read in this time.</p> <p>Read chapter 4 before next week.</p>
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Year 4 Reading Overview Summer 1

Week 3	<p>Secrets of a Sun King</p> <p>Chapter 5</p>	<p>Bank Holiday Monday</p>	<p>Modelled read Chapter 5</p> <p>Speedy read new vocabulary-</p> <p><u>LO To identify the meaning of vocabulary.</u></p> <p>Highlight and discuss any unfamiliar words. What do they mean, how are they used in context?</p> <p>Chided, what does it mean to smile stiffly? Coax,</p> <p>What lie did Lil tell? Why do you think she thought of the word reincarnation?</p>	<p>Echo read - extract from the beginning of the chapter.</p> <p>Speedy reading of key words and unfamiliar words as needed.</p> <p><u>LO: To use evidence from text to support explanations.</u></p> <p>What does it mean for someone to never darken your door again? Model answering the question together.- add to the working wall.</p>	<p>Choral read</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</u></p> <p>What was peculiar about there being an object in the caponic jar?</p> <p>Add in any retrieval questions here too to gain full understanding of the chapter.</p>	<p><u>LO To retrieve and record information from non-fiction.</u></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p>Teacher to choose what works best at this point in the term and add in here which one is used.</p> <p>Read chapter 6 before next week.</p>
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Year 4 Reading Overview Summer 1

Week 4	<p>Secrets of a Sun King Chapter 7</p>	<p>Modelled read chapter 7</p> <p>Speedy read new vocabulary- Twitchier, flaw, archaeologists, mulling, <u>LO To identify the meaning of vocabulary.</u></p> <p>Highlight and discuss any unfamiliar words. What do they mean, how are they used in context?</p>	<p>Echo read extract from pages</p> <p>Speedy reading of key words and unfamiliar words as needed.</p> <p><u>LO: To use evidence from text to support explanations.</u></p> <p>What do you think about the relationship between Lil and Tulip?</p>	<p>Choral read</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</u></p> <p>Look back at how Lil was described in the first week- what else do we now know about her from this chapter, how would you describe her?</p>	<p>Partner/ performance read</p> <p>Speedy read any words as identified from other . readings aloud- include CEW/ HFW here too.</p> <p><u>LO To identify main ideas drawn from more than 1 paragraph and summarise these.</u></p> <p>How would you summarise this chapter? What do we find out about Kyky and Lysandra?</p>	<p>Reading for pleasure time- teachers to have time to listen to pupils read in this time.</p> <p>Read chapter 8 before next week.</p>
Week 5	<p>Tutankhamun Chapter 9</p>	<p>Modelled read chapter 9</p> <p>Speedy read new vocabulary- <u>LO To identify the meaning of vocabulary.</u></p> <p>Highlight and discuss any unfamiliar words. What do they mean, how are they used in context?</p>	<p>Echo read Chapter 9 extract</p> <p>Speedy reading of key words and unfamiliar words as needed.</p> <p><u>LO: To retrieve key information from text.</u></p> <p>Answer key retrieval questions to gain full meaning of the chapter.</p>	<p>Choral read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</u></p> <p>Why does Lil behave like a thug? Are her actions justified? Why do you think this?</p>	<p>Partner/ performance read extract</p> <p>Speedy read any words as identified from other . readings aloud- include CEW/ HFW here too.</p> <p><u>LO To identify main ideas drawn from more than 1 paragraph and summarise these.</u></p> <p>Summarise the events in this chapter.</p>	<p><u>LO To retrieve and record information from non-fiction.</u></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p>Teacher to choose what works best at this point in the term and add in here which one is used.</p> <p>Complete the reading of the text</p>