

## Year 4 Reading Overview Autumn 1 Bertie and the Alien Chicken

Question stems for Year 4 comprehension						
	<p><b>2a Give or explain the meaning of words in context.</b> Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author...? • Which word is closest in meaning to...?</p>	<p><b>2d Make inferences from the text or explain and justify inferences with evidence from the text.</b> What do you think.... means? • Why do you think that? Could it be anything else? • I think....; do you agree? Why / why not? • How do you think....? • Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph?</p>	<p><b>2e Predict what might happen from details stated and implied.</b> Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text.</p>	<p><b>2f Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.</b> <b>2g Identify and / or explain how meaning is enhanced through choice of words and phrases.</b> What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why?</p>	<p><b>2b Retrieve and record information or identify key details from fiction and non-fiction.</b> Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?</p>	<p><b>2c Summarise main ideas from more than one paragraph.</b> What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?</p>
		Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>					Individual readers, new reading records and expectations of home reading.	Individual readers, new reading records and expectations of home reading.  Reading for pleasure home readers given out.

## Year 4 Reading Overview Autumn 1 Bertie and the Alien Chicken

<b>Week 2</b>	<p>Bertie and the Alien Chicken</p> <p>Chapter 1</p>	<p>Chapter 1 Modelled read chapter 1.</p> <p>Skill to be developed: Check that you understand what has happened as you read. Pause at the end of each paragraph to ensure you know (for example) characters, time of day, setting and what has happened.</p> <p><b><u>LO: To predict what might happen using evidence from Chapter 1.</u></b></p> <p>Discuss how the chapter needs to be read aloud. What feeling do the words create for the reader? What kind of text can it be identified as? Humorous- how do we know? What are the clues?</p> <p>When we read it aloud, where do the pauses need to be? How would it be read for meaning?</p> <p>Annotate/ text mark to give instructions for how it should be read aloud.</p>	<p>Echo read chapter 1 extract</p> <p><b><u>LO: To identify new vocabulary and explore its meanings</u></b></p> <p>Identify words and phrases that capture the interest of the children as readers.</p> <p>Vocabulary check- suggested words- been more pumped- businessy voice, over-dramatic, tilted, slunk down,</p>	<p>Choral read chapter 1</p> <p><b><u>LO: To use the question's words to find the answer in the text.</u></b></p> <p>Reread vocab identified the previous day.</p> <p>What was the name of the farm that belonged to Uncle Brian? Where was Bertie's Mum going on her business trip? Can you list three of the reasons why Bertie did not want to stay at the farm? What was the nickname that Mum called Bertie?</p>	<p>Partner/performance read chapter 1</p> <p><b><u>LO: To use evidence from what we have read to make predictions about Bertie.</u></b></p> <p>What kind of person do you think Bertie is? Is he a kind boy? Is he impatient? Does he come across as rude or is he misunderstood?</p> <p>Model written responses using the children's ideas and add to the working wall.</p> <p>Bertie is...because Bertie can be described as... Because</p>	<p><b><u>LO To retrieve and record information from non-fiction.</u></b></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p><b>Teacher to choose what works best at this point in the term and add in here which one is used.</b></p> <p>Read chapter 2 for pleasure before focus on chapter 3 next week.</p>
---------------	--	---	---	---	---	---

## Year 4 Reading Overview Autumn 1 Bertie and the Alien Chicken

Week 3	<p><b>Chapter 3</b></p> <p>Chapter 3 focus- chapter 2 should have been read. Skill to be developed: To understand the meaning of words in context.</p>	<p>Modelled read chapter 3.</p> <p><b><u>LO: To identify words and phrases that interest them.</u></b></p> <p>Whirling, overactive imagination, abandon, coax, whoop, give it a bit more welly.</p> <p>Discuss how the extract needs to be read aloud.</p> <p>Where do the pauses need to be? How would it be read for meaning?</p> <p>Annotate/ text mark to give instructions for how it should be read aloud.</p>	<p>Echo read chapter 3 extract</p> <p><b><u>LO: To know what words and phrases mean in context.</u></b></p> <p>For example- what might these look like?</p> <p>After the chicken had finished threatening me.</p> <p>Start rounding the cows up.</p> <p>Just coax them this way.</p> <p>He had a big grin plastered across his face.</p>	<p>Choral read chapter 3 extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><b><u>LO: To use the question words to find the answer to the questions.</u></b></p> <p>Read through retrieval questions together. What are they asking? Who- what are we looking for? Where? When? Model how to analyse the questions, highlight the question word, find and highlight the answer and copy it correctly. Modelled by teacher.</p>	<p>Partner/ performance read chapter 3 extract.</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><b><u>LO: To use the question words to find the answer to the questions.</u></b></p> <p>Recall how to use question words to help find the answers- guide the reader to the type of answer needed. Pupils guided to answer questions.</p> <p>Pupils answer independently.</p>	<p><b><u>LO To retrieve and record information from non-fiction.</u></b></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>
--------	--	--	--	---	--	--

## Year 4 Reading Overview Autumn 1 Bertie and the Alien Chicken

Week 4	<p>Read chapter - 5</p> <p>Chapter 5 focus Chapter 4 to have been read before this week. Skill to be developed: To know how to use evidence from text to support explanations.</p>	<p>Modelled read chapter 5</p> <p>Model read the extract. <b><u>LO: To identify words and phrases that interest them.</u></b></p> <p>Check knowledge of vocabulary and understanding of the text.</p> <p>Discuss how the extract needs to be read aloud. Annotate as necessary.</p> <p>Vocab check - pupils choose words that interest or confuse them- clarify meanings and how they are used in context.</p>	<p>Echo read chapter 5 extract pages 37-40</p> <p>Speedy reading words</p> <p><b><u>LO: To identify what a question is asking.</u></b></p> <p>Recap on how to identify what a question is asking, finding the answer, highlighting and copying it correctly.</p>	<p>Wednesday choral read pages 37-40.</p> <p><b><u>LO: To use evidence from text to support explanations.</u></b></p> <p>Why did Nurgle feel like a feathery failure? Model highlighting evidence in the text that supports answering the questions. What is the question asking? Model using the evidence collected to answer the question.</p>	<p>Partner/ performance read chapter 5.</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><b><u>LO: To use evidence from text to support explanations.</u></b></p> <p>Use modelled answer from previous day to support using evidence to answer questions with support. In pairs answer questions together using the same approach as modelled.</p> <p>Independently apply modelled approach to answer questions using the evidence.</p>	<p><b><u>LO To retrieve and record information from non-fiction.</u></b></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>
--------	--	--	--	--	--	--

## Year 4 Reading Overview Autumn 1 Bertie and the Alien Chicken

Week 5	<p>Read Chapter 7</p> <p>Read chapter 6 before.</p>	<p>Modelled read chapter 7</p> <p>Model read the extract. <b><u>LO: To identify words and phrases that interest them.</u></b></p> <p>Check knowledge of vocabulary and understanding of the text.</p> <p>Discuss how the extract needs to be read aloud. Annotate as necessary.</p> <p>Vocab check - pupils choose words that interest or confuse them- clarify meanings and how they are used in context. Data, doomed, influence, cocked his head,</p> <p>Valuable resource- what do we mean by this?</p>	<p>Echo read chapter 7 extract pages 60-64</p> <p>Speedy reading words</p> <p><b><u>LO: To identify what a question is asking.</u></b></p> <p>Recap on how to identify what a question is asking, finding the answer, highlighting and copying it correctly.</p> <p>Retrieval questions. What can you do with the right data? How would you describe the look Nugget gives? Who is Nugget keen to impress? Why does it not hurt when Bertie is slapped around the face? Where will the data come from?</p>	<p>Wednesday choral read pages 60-64.</p> <p><b><u>LO: To use evidence from text to support explanations.</u></b></p> <p>Nugget cannot be trusted.</p> <p>Do you agree or disagree with this statement? Why? explain your answer using evidence from the text.</p> <p>Model highlighting evidence in the text that supports answering the questions. What is the question asking? Model using the evidence collected to answer the question.</p>	<p>Partner/ performance read the extract.</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><b><u>LO: To use evidence from text to support explanations.</u></b></p> <p>Use modelled answer from previous day to support using evidence to answer questions with support. In pairs answer questions together using the same approach as modelled.</p>	<p><b><u>LO To retrieve and record information from non-fiction.</u></b></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p><b>Teacher to choose what works best at this point in the term and add in here which one is used.</b></p>
--------	---	---	--	--	---	---

## Year 4 Reading Overview Autumn 1 Bertie and the Alien Chicken

Week 6	Chapter 9	<p>Modelled read chapter 9</p> <p>Haybale, Nurgle overlords, popped, destruction, gutting, strutted,</p> <p><b><u>LO To identify word meanings in context.</u></b></p> <p>Pupils identify key words/vocabulary that interests them or that needs definition.</p> <p>Which word is closest in meaning to ...? By writing about Bertie feeling lonely and jealous, what effect has the author created? Do you think they intended to? Why?</p>	<p>Echo read chapter 9 extract</p> <p>Speedy reading</p> <p>how could we break them down to read them?</p> <p><b><u>LO To retrieve key information.</u></b></p> <p>Retrieval of facts questions, focus on wording of questions and what the question is asking of them. Use of prior assessments to identify the area of need.</p>	<p>Choral read chapter 9 extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><b><u>LO To summarise from more than one paragraph.</u></b></p> <p>How would you summarise this chapter? What are the key events?</p> <p>Which is the most important point in this chapter? Why?</p>	<p>Partner/ Performance read chapter 9.</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><b><u>LO To make inferences.</u></b> What impression of Bertie do you get from this chapter?</p>	<p><b><u>LO To retrieve and record information from non-fiction.</u></b></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p><b>Teacher to choose what works best at this point in the term and add in here which one is used.</b></p>
Week 7	Poetry Focus- linked to English writing this week	<p>Skill to be developed: Kennings prepare poems to read aloud and perform; show understanding through intonation, tone, volume and action; recognise different types of poetry; explore syllabic forms, kennings, free verse poems.</p>	<p>Fluency assessments to be completed this week RWInc phonics/ Freshstart assessments completed as needed.</p> <p><b>Complete reading Bertie and the Alien Chicken over the week.</b></p>	<p>Fluency assessments to be completed this week RWInc phonics/ Freshstart assessments completed as needed.</p>	<p>LO To retrieve and record information from non-fiction. 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>	