

Long Term Reading Plan**Year 4**

Aspect of Reading:	Objectives taught and reinforced in all reading sessions:
Word Reading	I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding. I read a wider range of common exception / tricky words.
Wider decoding and reading strategies	I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result. I read silently some of the time and am developing better pace in reading. I am beginning to sustain interest in longer texts, returning to them easily after a break.
Comprehension strategies	I ask about the meanings of words I don't understand. I check the text makes sense to me.
Response to reading	I understand what I read in books and can discuss this including expressing opinions about what I have read. I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays. I recognise some different forms of poetry, stories and non-fiction texts.

Term	Aspect of Reading	Objective Taught	Reading Skills
Autumn 1	Word Reading	I break words into syllables to decode unknown words speedily. I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding.	Word Reading and Decoding Skills Unknown Vocabulary
	Word Reading	I break words into syllables to decode unknown words speedily. I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding.	Word Reading and Decoding Skills Unknown Vocabulary
	Wider decoding and reading strategies	I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding.	Word Reading and Decoding Skills Unknown Vocabulary Punctuation – commas
	Wider decoding and reading strategies	I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding.	Word Reading and Decoding Skills Unknown Vocabulary Punctuation – commas

	Wider decoding and reading strategies	I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.	Word Reading and Decoding Skills Unknown Vocabulary Punctuation – commas
	Wider decoding and reading strategies	I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.	Word Reading and Decoding Skills Unknown Vocabulary Punctuation – commas
	Comprehension	Visualising I can picture characters settings and events to help me understand a text.	Visualisation Inference
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		Autumn Half-Term	
Autumn 2	Comprehension	I ask about the meanings of words I don't understand I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.	Unknown Vocabulary
	Comprehension	I ask about the meanings of words I don't understand I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.	Unknown Vocabulary
	Comprehension	Wondering	Prediction and Inferences

		I ask questions (and wonder) to improve my understanding of a text	
	Comprehension	Background knowledge - text to text, text to self, text to the world I use my background knowledge from what I know or have read about to help me understand.	Background Knowledge
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	Comprehension	I ask about the meanings of words I don't understand I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.	Unknown vocabulary in context
	Wider decoding and reading strategies	I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result. I read silently some of the time and am developing better pace in reading. I am beginning to sustain interest in longer texts, returning to them easily after a break.	Word Reading and Decoding Skills Unknown Vocabulary
	Assessment	PiXI Testing	
Spring 1	Comprehension	Working Memory I make simple connections in a text between one sentence and the next. Pronoun Tracking	Working Memory Pronoun Tracking

	Comprehension	Working Memory I make simple connections in a text between one sentence and the next. Pronoun Tracking	Working Memory Pronoun Tracking
	Comprehension	Inference I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say. I find evidence from the text to help me to show my understanding.	Inference
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	Comprehension	I am developing my skills to skim read a text and scan to find information and ideas. I find and record information from non-fiction texts.	Skimming and Scanning
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		Spring Half-Term	
Spring 2	Comprehension	Gist I can retell the gist of what I have read in my own words, including my inferences I retell some stories orally - Respond to Text	Inference Summary Gist
	Comprehension	Gist I can retell the gist of what I have read in my own words, including my inferences I retell some stories orally - Respond to Text	Inference Summary Gist
		Summary I identify main ideas taken from a paragraph and summarise these	Summary Gist

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	Comprehension	Inference I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say. I find evidence from the text to help me to show my understanding.	Inference
	Assessment Week	PiXI Testing	
		Easter	
Summer 1	Wider decoding and reading strategies	I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result. I read silently some of the time and am developing better pace in reading. I am beginning to sustain interest in longer texts, returning to them easily after a break.	Word Reading and Decoding Skills Unknown Vocabulary
	Comprehension	I find and record information from non-fiction texts (scanning) I can talk about the organisational features of the text - Respond to Text	Retrieval Scanning Skimming
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	Respond to Text	Theme I identify themes in a range of books	Themes and Conventions
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	Comprehension	Inference I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say. I find evidence from the text to help me to show my understanding.	Inference Gist Evidencing
		Summer Half-Term	
Summer 2	Comprehension	Vocabulary in Context I explain the meaning of words in context.	Vocabulary in context Synonyms
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	Comprehension	Gist I can retell the gist of what I have read in my own words, including my inferences I retell some stories orally - Respond to Text	Gist Inference Summary Scanning
	Comprehension	Gist I can retell the gist of what I have read in my own words, including my inferences I retell some stories orally - Respond to Text	Gist Inference Summary Scanning
	Response to Reading	I understand what I read in books and can discuss this including expressing opinions on what I have read	Themes and Conventions
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