
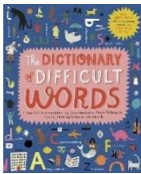

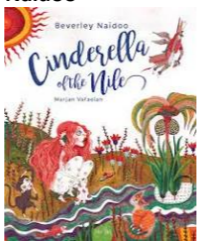
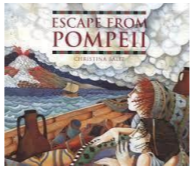
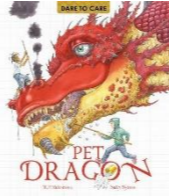
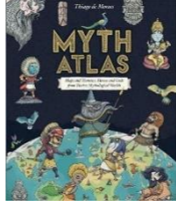
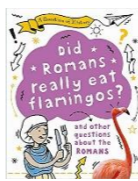

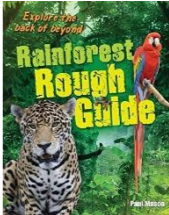
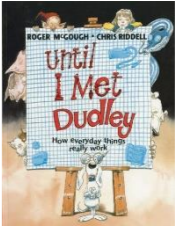
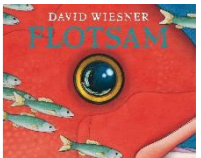


Year 4	Woodlands Park Whole School Reading Progression											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Sequence code	T1S1	T1S2	T1S3	T1S4	T2S5	T2S6	T2S7	T2S8	T3S9	T3S10	T3S11	T3S12
<b>Progression of core texts</b>             	<p><b>Paperbag Prince</b> by Colin Thompson</p>	<p><b>Dictionary of difficult words</b> by Jane Soloman</p>	<p><b>Poetry Pie</b> by Roger McCough</p>	<p><b>Cinderella of the Nile</b> by Beverley Naidoo</p>	<p><b>Escape from Pompeii</b> by Christine Balit</p>	<p><b>Dare to care for a dragon</b> by MP Robertson</p>	<p><b>Myth Atlas</b> By Thiago de Moraes</p>	<p><b>A question of history – Did Romans really eat flamingoes</b> by Tim Cooke</p>	<p><b>Blue John</b> by Berlie Doherty</p>	<p><b>Rainforest rough guide</b> by Paul Mason</p>	<p><b>Until I met Dudley</b> by Roger McCough</p>	<p><b>Flotsam</b> by David Wiesner</p>
<b>Whole class teaching reading objectives</b>	<p>Increase their familiarity with a wide range of books and retell some of these orally. (R5)</p> <p>Discuss words and phrases that capture the reader's interest and imagination. (R15)</p> <p>Identify main ideas drawn from more than one paragraph and summarise these. (R12)</p> <p>Identify how language, structure and presentation contribute to meaning. (R16)</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (R3)</p> <p>Reading books that are structured in different ways and reading for a range of purposes (R4)</p> <p>Using dictionaries to check the meaning of words they have read (R9)</p> <p><b>Revisiting learning</b> Discussing words and phrases that capture the reader's interest and imagination (R15)</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (R7)</p> <p>Recognising some different forms of poetry (for example, free verse, narrative poetry). (R8)</p> <p><b>Revisiting learning</b> Reading books that are structured in different ways and reading for a range of purposes (R4)</p> <p>Using dictionaries to check the meaning of words they have read(R9)</p> <p>Discussing words and phrases that capture the reader's interest and imagination (R15)</p>	<p><b>Revisiting learning</b> Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (R5)</p> <p>Discussing words and phrases that capture the reader's interest and imagination.(R15)</p>	<p><b>Revisiting learning</b> Using dictionaries to check the meaning of words they have read(R9)</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (R3)</p> <p>Reading books that are structured in different ways and reading for a range of purposes (R4)</p> <p>Discussing words and phrases that capture the reader's interest and imagination (R15)</p>	<p>Asking questions to improve their understanding of a text (R11)</p> <p>Predicting what might happen from details stated and implied (R14)</p> <p>Retrieve and record information from non-fiction (R17)</p> <p><b>Revisiting learning</b> Reading books that are structured in different ways and reading for a range of purposes (R4)</p> <p>Identify how language, structure and presentation contribute to meaning (R16)</p>	<p>Identifying themes and conventions in a wide range of books. (R6)</p> <p><b>Revisiting learning</b> Reading books that are structured in different ways and reading for a range of purposes (R4)</p> <p>Listening to and discussing a wide range of fiction (R3)</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (R5)</p>	<p><b>Revisiting learning</b> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (R3)</p> <p>Reading books that are structured in different ways and reading for a range of purposes (R4)</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these (R12)</p> <p>Identify how language, structure and presentation contribute to meaning (R16)</p> <p>Asking questions to improve their understanding of a text (R11)</p>	<p><b>Revisiting learning</b> Using dictionaries to check the meaning of words they have read (R9)</p> <p>Identifying themes and conventions in a wide range of books. (R6)</p> <p>Preparing poems and play scripts to read aloud and perform, and demonstrating understanding through intonation, tone, volume and action (R7)</p> <p>Discussing words and phrases that capture the reader's interest and imagination (R15)</p> <p>Recognising some different forms of poetry (for example free verse, narrative poetry) (R8)</p>	<p>Check that the text makes sense, discussing their understanding and explaining the meaning of words in context. (R10)</p> <p><b>Revisiting learning</b> Read books that are structured in different ways and read for a range of purposes. (R4)</p> <p>Identify main ideas drawn from more than one paragraph and summarise these. (R12)</p> <p>Identify how language, structure and presentation contribute to meaning. (R16)</p>	<p><b>Revisiting learning</b> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books. (R3)</p> <p>Identify how language, structure and presentation contribute to meaning. (R16)</p> <p>Check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context. (R10)</p> <p>Ask questions to improve understanding of a text. (R11)</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (R13)</p> <p><b>Revisiting learning</b> Reading books that are structured in different ways and reading for a range of purposes (R4)</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these (R12)</p>
<b>Guided reading Intervention</b>	<p>Roman Britain</p>	<p>The Time-Travelling Cat and the Roman Eagle</p> <p>Volcanoes in Action</p>	<p>Tsunamis on the Move</p> <p>Russian Doll</p>	<p>The Little Daughter of the Snow</p> <p>The History Behind Christmas Traditions</p>	<p>The Moomins and the Great Flood</p> <p>For Forest</p>	<p>The Borrowers</p> <p>Max and the Millions</p>	<p>My Secret War Diary</p> <p>The Amazing Story of Adulphus Tips</p>	<p>The Secret World of Polly Flint</p>	<p>Threats to African Elephants</p> <p>The Great Elephant Chase</p>	<p>Black Beauty</p> <p>Charlotte's Web</p>	<p>A Series of Unfortunate Events: The Bad Beginning</p> <p>Little Women</p>	<p>Everything Castles</p>
<b>Book Talk</b>	<p>*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</p> <p>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>*identifying themes and conventions in a wide range of books</p>											
<b>Class story</b>	<p>Michael Morpurgo - Mr Skip</p> <p>Jonathan Emmett - The Santa Trap</p> <p>Andy Stanton – Mr Gum</p>											