

## St James' c of E Reading Coverage Year 4

**‘Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.’ Ofsted 2019**

**This cohort reading coverage forms part of the St James’ Reading Progression Plan.**

**It shows the books chosen to develop a love of reading, encouraging children to read age-appropriate books with confidence and fluency whilst demonstrating understanding of texts through inference, prediction, clarifying, questioning and summarising.**

This shows details of books to cover six aspects of reading: Reading for pleasure, Reading aloud to children, independent reading and home/school reading, Guided reading, Shared reading as part of teaching sequence, Core reading texts to support learning across the curriculum.

It suggests a range of genres to ensure pupils are introduced to a broad selection of high quality fiction, poetry and non-fiction (beyond the confines of topics being taught).

Coverage includes a number of books developing empathy, exploring a range of issues which may introduce pupils to different experiences in a safe way.

### Reading for pleasure

Intent	<p>Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities.</p> <p>To build preferences in reading and to choose to read.</p> <p>To recognise authors and styles of reading that individuals enjoy.</p> <p>Engage in book discussion in a range of contexts, alongside both adults and peers.</p> <p>Share and recommending a range of books.</p>
Implementation	<p>All reading contexts contribute to developing reading for pleasure.</p> <p>Daily STAR (Sit together and read) reading sessions.</p>

### Reading aloud to children

Intent	Introducing children to a wider range of authors and contexts e.g., historical and cultural.
Implementation	<p>Exposure to quality books for a minimum of ten minutes every day.</p> <p>Development of a reading spine (to be added to as year progresses)</p>

<p>Core Texts:</p> <p>Genres:</p> <p>Adventure</p> <p>Imaginary Worlds</p> <p>Humorous Tales</p> <p>Families</p> <p>Feelings</p> <p>Classic stories</p> <p>Poetry</p> <p>Empathy</p> <p>Non-fiction</p>	<p>Autumn 1:</p> <div data-bbox="779 229 994 496" data-label="Image"> </div> <p>Shackleton's Journey</p> <p>Diwali- an information guide</p>
	<p>Autumn 2:</p> <div data-bbox="622 600 786 783" data-label="Image"> </div> <p>Rama and Sita</p> <p>Noise- poetry by Jessie Pope</p> <p>Onomatopoeia- poetry</p>
	<p>Spring 1:</p> <div data-bbox="674 922 875 1157" data-label="Image"> </div> <p>Greta and the Giants</p> <div data-bbox="869 1163 1055 1351" data-label="Image"> </div> <p>There's an orangutan in my bedroom</p>
	<p>Spring 2:</p> <p>The Tudor Tales</p>

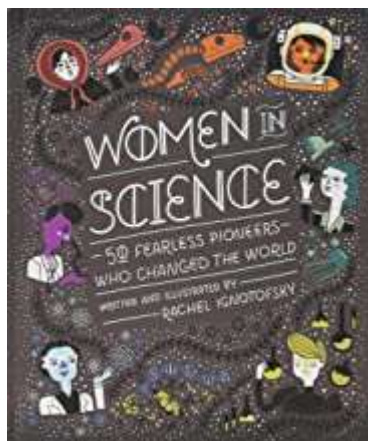


Tudor horrible histories

Summer 1:  
Charlie and the Chocolate factory



Women in Science

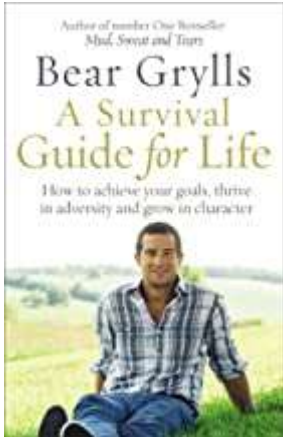


Summer 2:  
Arthur and the Golden Rope



### Independent reading and home/school reading

Intent	<p>Choosing appropriate texts</p> <p>Reading for sustained periods of time.</p> <p>Increasing the length and complexity of texts being read.</p> <p>Read short novels independently with understanding (by end of Y4).</p>
Implementation	<p>Pupils taught how to choose books thoughtfully, encouraging them to select from an age-appropriate range.</p> <p>Teachers monitor range and genre of books through reading records, also through opportunities to share and recommend books to others.</p>

	Opportunity to take home a library book to share for pleasure in addition to personal reading book.
<b>Whole Class Reading (Destination Reader)</b>	
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum) Also, to extend vocabulary.
Implementation	Daily , 45- minute Destination Reader reading sessions: teacher working with at least one group per day to extend comprehension through inference, prediction, clarifying, questioning and summarising -pupils grouped by need rather than ability An increasing expectation of written recording of understanding through KS2
Example of Core Texts: (Books for Topics, Re-Think Reading etc)	<p>Autumn 1: Bear Grylls survival guide</p>  <p>The Explorer</p>



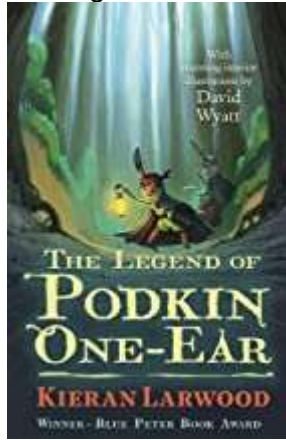
Autumn 2:  
Malala- standing up for girls' rights



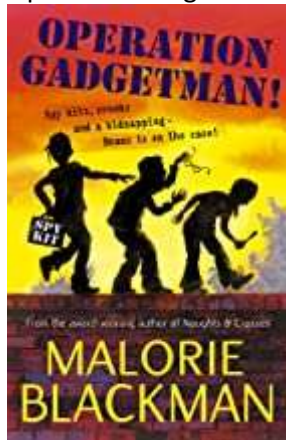
Spring 1:  
Earth Heroes- 20 inspiring stories of people who saved the world.



Spring 2:  
The legend of Podkin



Summer 1:  
Operation Gadget man








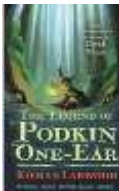
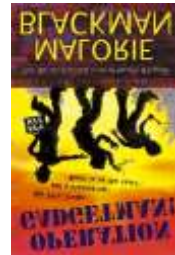
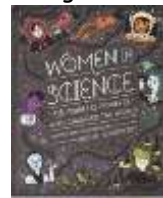




Summer 2:



The Boy at the Back of the Class - Onjali Rauf

## Shared reading as part of teaching sequence

Intent	Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently.					
Implementation	First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure, summarise text features (reading objectives identified on sequence planning).					
	Autumn 1- Survival	Autumn 2- Festivals	Spring 1- Climates	Spring 2- Monarchy	Summer 1- Electronics	Summer 2- Kingdoms
	<p>Bear Grylls Adventures</p>  <p>Everest - the remarkable story of Edmund Hillary and Sherpa Tensing</p> 	<p>Malala's Magic Pencil</p>  <p>Malala</p>  <p>The firework-maker's daughter - Phillip Pullman</p>	<p>Island - Mark Janssen (Picture Book)</p>  <p>I am the seed that Grew the Tree - Nature Poems</p>  <p>The Explorer - Katherine Rundell</p>	<p>The Queen's Fool - Ally Sherrick</p>  <p>The Legend of Podkin One-Ear - Kieran Larwood</p>  <p>Treason - Berlie Doherty</p>	<p>Operation Gadgetman - Malorie Blackman</p>  <p>Women in Science - 50 Pioneers who changed the world</p> 	<p>Corey's Rock</p>  <p>The boy at the back of the class - Onjali Rauf</p> 



	 <p>Atlas of Adventures - Lucy Letherland</p> <p>The Explorer Shackleton's Journey</p>	   <p>Asha and the Spirit Bird - Jasminder Bilan</p>	 <p>What a waste! - Jess French</p>  <p>Earth Heroes- Lily Dyu</p>		
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### Core reading texts to support reading to learn across the curriculum

Intent	Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.
Implementation	Texts used as shared readers to link with topics across the curriculum, as introduction to a topic or to extend knowledge and understanding.

### Assessment

Assessment Evidence in order to assess impact	<p>Observations of reading behaviour &amp; talking to pupils.</p> <p>Home reading records/ DR Reading Album</p> <p>Class Reading log</p> <p>Daily Readers Log</p> <p>Target Tracker</p> <p>Verbal and written book reviews &amp; recommendations</p> <p>Written responses to reading activities</p>
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	Notes from reading/ phonic interventions
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