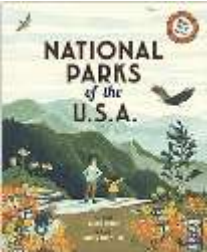
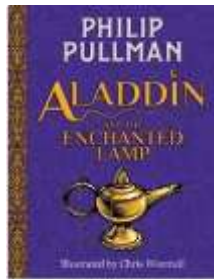
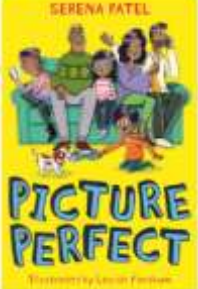
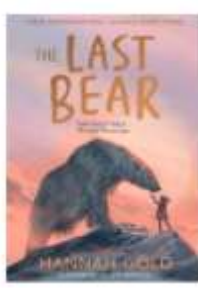
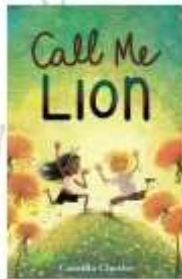
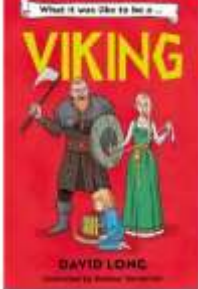
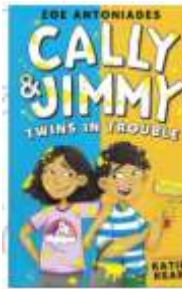
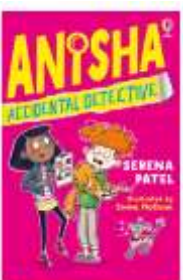
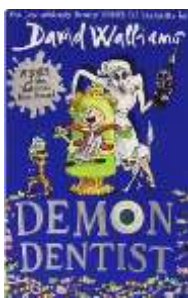
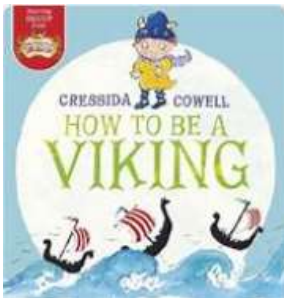
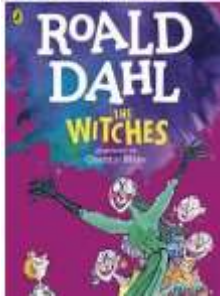
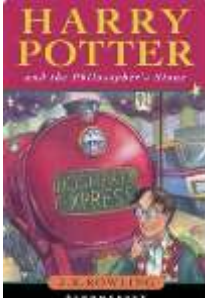
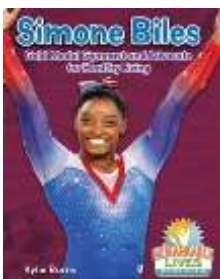
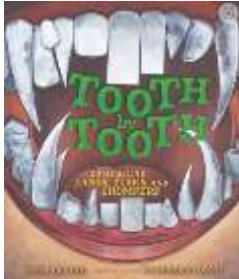
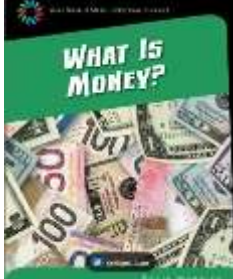
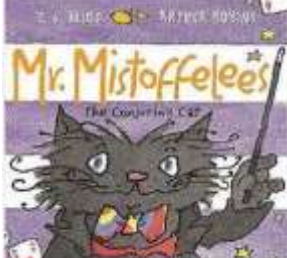


Powers Hall Academy Writing Spine Year 4									
	Autumn			Spring			Summer		
Title	 Charlie and the Chocolate factory 15	 Digestion explanation based on Gut Garden A journey into the wonderful world of Microbiome Katie Brosnan 15	 Should we feed animals at National parks Chris Turnham 16	 The River Valerie Bloom 15	 Aladdin. The enchanted lamp Philip Pullman 15	 Sicily Holiday Brochure 18	 The Plague Comes To Eyam 19	 The Boy, the Mole, the Fox and the Horse The Boy, The Mole, The Fox and The Horse by by Charlie Mackesy 15	The Creature 19
Text type	Narrative	Non-Fiction	Non-Fiction	Poetry	Narrative	Non-Fiction	Playscript	Narrative	Non-Fiction
Genre	Adventure	Explanation	Balanced argument	Poetry	Traditional Tale	Persuasive	Playscript	Fable	Newspaper report
Topic	Sweet shop/ Golden Ticket	Food, Glorious food!	North/South America	Once upon a raindrop	Make a wish	Sun, Sea, Sand	Medieval	Friendship and Hope	Save our planet
Cross Curricular	DT	Science	Geography	Science/ Geography	Geography	Geography	History	Art/Reading/PSHE/Science	Science/ Geography

Powers Hall Academy Reading Spine Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	STORYTIME FAVOURITES	FUNNY BOOKS	THOUGHT-PROVOKING STORIES	TOP-NOTCH NON FICTION	DIVERSE AND INCLUSIVE	MYSTERY AND DETECTIVE
Class Reader	  	   	   	  	   	   
Fiction						
Non-fiction						
Poetry and Song						

Year 4 Reading skills						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Skills for skimming and scanning Understanding words in context Explaining words in context	Skills for skimming and scanning Understanding words in context Retrieving and recording information Making inferences Justifying inferences with evidence Finding evidence to support ideas and answers	Skills for skimming and scanning Understanding words in context Summarising the main idea from a text	Skills for skimming and scanning Understanding words in context Recognising the features of a text Understanding the layout of a text	Skills for skimming and scanning Understanding words in context Identify words used for effect Explain how words and phrases enhance meaning	Skills for skimming and scanning Understanding words in context Making predictions Recognising themes and conventions in a text
Reading domain	2a Give/explain the meaning of words in context 2b Retrieve and record information/identify key details from fiction and non-fiction	2a Give/explain the meaning of words in context 2d Make inferences from the text/explain and justify inferences with evidence from the text	2a Give/explain the meaning of words in context 2c Summarise main ideas from more than one paragraph	2a Give/explain the meaning of words in context 2f Identify/explain how information/narrative content is related and contribute to meaning as a whole	2a Give/explain the meaning of words in context 2g Identify/explain how meaning is enhances through choice of words and phrases	2a Give/explain the meaning of words in context 2e Predict what might happen from details stated and implied 2h Make comparisons within the text.
Word reading – fluency	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.
Word reading – prefixes, suffixes, morphology and etymology	Skill Apply their growing knowledge of age-appropriate root words, prefixes and suffixes (morphology) to read aloud and understand the meaning of new words.	Skill Apply their growing knowledge of age-appropriate root words, prefixes and suffixes (morphology) to read aloud and understand the meaning of new words.	Skill Apply their growing knowledge of age-appropriate root words, prefixes and suffixes (morphology) to read aloud and understand the meaning of new words.	Skill Apply their growing knowledge of age-appropriate root words, prefixes and suffixes (morphology) to read aloud and understand the meaning of new words.	Skill Apply their growing knowledge of age-appropriate root words, prefixes and suffixes (morphology) to read aloud and understand the meaning of new words.	Skill Apply their growing knowledge of age-appropriate root words, prefixes and suffixes (morphology) to read aloud and understand the meaning of new words.
Word reading – common exception words	Skill Confidently identify further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary	Skill Confidently identify further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary	Skill Confidently identify further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary	Skill Confidently identify further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary	Skill Confidently identify further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary	Skill Confidently identify further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary
Comprehension – pleasure and motivation to read	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding and provide reasoned justifications for their views. Core knowledge - A textbook is a book containing detailed information for people who are learning about a subject, such as a science textbook. - Readers can justify their opinions about books by giving examples from the text. Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding and provide reasoned justifications for their views. Core knowledge - A textbook is a book containing detailed information for people who are learning about a subject, such as a science textbook. - Readers can justify their opinions about books by giving examples from the text. Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding and provide reasoned justifications for their views. Core knowledge - A textbook is a book containing detailed information for people who are learning about a subject, such as a science textbook. - Readers can justify their opinions about books by giving examples from the text. Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding and provide reasoned justifications for their views. Core knowledge - A textbook is a book containing detailed information for people who are learning about a subject, such as a science textbook. - Readers can justify their opinions about books by giving examples from the text. Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding and provide reasoned justifications for their views. Core knowledge - A textbook is a book containing detailed information for people who are learning about a subject, such as a science textbook. - Readers can justify their opinions about books by giving examples from the text. Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding and provide reasoned justifications for their views. Core knowledge - A textbook is a book containing detailed information for people who are learning about a subject, such as a science textbook. - Readers can justify their opinions about books by giving examples from the text. Covered
Comprehension – sequencing and summarising			Skill Identify and summarise the main ideas drawn from more than one paragraph in longer texts.	Skill Identify and summarise the main ideas drawn from more than one paragraph in longer texts.	Skill Identify and summarise the main ideas drawn from more than one paragraph in longer texts.	Skill Identify and summarise the main ideas drawn from more than one paragraph in longer texts.

			Core knowledge • Texts are organised into paragraphs. • Paragraphs follow on from each other. • A group of paragraphs can be about the same point in longer texts, but each paragraph adds new information. • A summary is a short account of the main points of a text. Covered	Core knowledge • Texts are organised into paragraphs. • Paragraphs follow on from each other. • A group of paragraphs can be about the same point in longer texts, but each paragraph adds new information. • A summary is a short account of the main points of a text. Covered	Core knowledge • Texts are organised into paragraphs. • Paragraphs follow on from each other. • A group of paragraphs can be about the same point in longer texts, but each paragraph adds new information. • A summary is a short account of the main points of a text. Covered	Core knowledge • Texts are organised into paragraphs. • Paragraphs follow on from each other. • A group of paragraphs can be about the same point in longer texts, but each paragraph adds new information. • A summary is a short account of the main points of a text. Covered
Comprehension – retelling and performing						Skill Become familiar with a widening range of texts, including some different forms of poetry, retelling or performing these orally with appropriate intonation, tone, volume and action. Core knowledge • Poetry can take different forms, such as narrative poetry, free verse and sonnets. • Speakers can use different tones, such as soft or harsh. • Speakers can use different volumes, such as loud or quiet. • Speakers can use actions or gestures to emphasise their words. Covered x 4
Comprehension – types of writing and conventions						Skill Identify the main themes and conventions in a range of books. Core knowledge • Each type of writing has key conventions that help you to identify it. For example, a biography is written in the third person past tense and includes names, dates and places in chronological order. Covered x 2
Comprehension – word meaning	Skill Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context. Core knowledge • When using a dictionary, you must select an appropriate definition of a word by looking at its word class and context. • Some words have multiple meanings. For example, 'rock' can be used as a verb or a noun. Covered	Skill Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context. Core knowledge • When using a dictionary, you must select an appropriate definition of a word by looking at its word class and context. • Some words have multiple meanings. For example, 'rock' can be used as a verb or a noun. Covered	Skill Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context. Core knowledge • When using a dictionary, you must select an appropriate definition of a word by looking at its word class and context. • Some words have multiple meanings. For example, 'rock' can be used as a verb or a noun. Covered	Skill Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context. Core knowledge • When using a dictionary, you must select an appropriate definition of a word by looking at its word class and context. • Some words have multiple meanings. For example, 'rock' can be used as a verb or a noun. Covered	Skill Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context. Core knowledge • When using a dictionary, you must select an appropriate definition of a word by looking at its word class and context. • Some words have multiple meanings. For example, 'rock' can be used as a verb or a noun. Covered	Skill Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context. Core knowledge • When using a dictionary, you must select an appropriate definition of a word by looking at its word class and context. • Some words have multiple meanings. For example, 'rock' can be used as a verb or a noun. Covered
Comprehension – understanding	Skill Check that longer texts make sense to them, confidently explaining their understanding and word meanings. Core knowledge • Discussion can enhance your understanding of a text or word's meaning.	Skill Check that longer texts make sense to them, confidently explaining their understanding and word meanings. Core knowledge • Discussion can enhance your understanding of a text or word's meaning.	Skill Check that longer texts make sense to them, confidently explaining their understanding and word meanings. Core knowledge • Discussion can enhance your understanding of a text or word's meaning.	Skill Check that longer texts make sense to them, confidently explaining their understanding and word meanings. Core knowledge • Discussion can enhance your understanding of a text or word's meaning.	Skill Check that longer texts make sense to them, confidently explaining their understanding and word meanings. Core knowledge • Discussion can enhance your understanding of a text or word's meaning.	Skill Check that longer texts make sense to them, confidently explaining their understanding and word meanings. Core knowledge • Discussion can enhance your understanding of a text or word's meaning.

	- Explanations can be clear or confusing. Planning, sequencing and oral rehearsal can add clarity to explanations. - A definition is a description of what a word means. Some words have more than one definition.	- Explanations can be clear or confusing. Planning, sequencing and oral rehearsal can add clarity to explanations. - A definition is a description of what a word means. Some words have more than one definition.	- Explanations can be clear or confusing. Planning, sequencing and oral rehearsal can add clarity to explanations. - A definition is a description of what a word means. Some words have more than one definition.	- Explanations can be clear or confusing. Planning, sequencing and oral rehearsal can add clarity to explanations. - A definition is a description of what a word means. Some words have more than one definition.	- Explanations can be clear or confusing. Planning, sequencing and oral rehearsal can add clarity to explanations. - A definition is a description of what a word means. Some words have more than one definition.	- Explanations can be clear or confusing. Planning, sequencing and oral rehearsal can add clarity to explanations. - A definition is a description of what a word means. Some words have more than one definition.
Comprehension – retrieval	Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. Core knowledge - Fiction texts are usually narratives organised into paragraphs. - A narrative is a sequenced account. - Non-fiction texts use organisational devices to help you to locate information quickly, such as headings, bullet points, boxes and tables. - Skimming and scanning can help you to retrieve information from sections of fiction or non-fiction texts. - Skimming is looking over a text quickly to get the gist without needing to read every word. - Scanning is looking over a text quickly, line by line, to find key words. - The level of detail required from a retrieval answer can dictate whether to record in sentence or note form. Covered x 2	Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. Core knowledge - Fiction texts are usually narratives organised into paragraphs. - A narrative is a sequenced account. - Non-fiction texts use organisational devices to help you to locate information quickly, such as headings, bullet points, boxes and tables. - Skimming and scanning can help you to retrieve information from sections of fiction or non-fiction texts. - Skimming is looking over a text quickly to get the gist without needing to read every word. - Scanning is looking over a text quickly, line by line, to find key words. - The level of detail required from a retrieval answer can dictate whether to record in sentence or note form. Covered x 2	Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. Core knowledge - Fiction texts are usually narratives organised into paragraphs. - A narrative is a sequenced account. - Non-fiction texts use organisational devices to help you to locate information quickly, such as headings, bullet points, boxes and tables. - Skimming and scanning can help you to retrieve information from sections of fiction or non-fiction texts. - Skimming is looking over a text quickly to get the gist without needing to read every word. - Scanning is looking over a text quickly, line by line, to find key words. - The level of detail required from a retrieval answer can dictate whether to record in sentence or note form. Covered x 2	Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. Core knowledge - Fiction texts are usually narratives organised into paragraphs. - A narrative is a sequenced account. - Non-fiction texts use organisational devices to help you to locate information quickly, such as headings, bullet points, boxes and tables. - Skimming and scanning can help you to retrieve information from sections of fiction or non-fiction texts. - Skimming is looking over a text quickly to get the gist without needing to read every word. - Scanning is looking over a text quickly, line by line, to find key words. - The level of detail required from a retrieval answer can dictate whether to record in sentence or note form. Covered x 2	Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. Core knowledge - Fiction texts are usually narratives organised into paragraphs. - A narrative is a sequenced account. - Non-fiction texts use organisational devices to help you to locate information quickly, such as headings, bullet points, boxes and tables. - Skimming and scanning can help you to retrieve information from sections of fiction or non-fiction texts. - Skimming is looking over a text quickly to get the gist without needing to read every word. - Scanning is looking over a text quickly, line by line, to find key words. - The level of detail required from a retrieval answer can dictate whether to record in sentence or note form. Covered x 2	Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. Core knowledge - Fiction texts are usually narratives organised into paragraphs. - A narrative is a sequenced account. - Non-fiction texts use organisational devices to help you to locate information quickly, such as headings, bullet points, boxes and tables. - Skimming and scanning can help you to retrieve information from sections of fiction or non-fiction texts. - Skimming is looking over a text quickly to get the gist without needing to read every word. - Scanning is looking over a text quickly, line by line, to find key words. - The level of detail required from a retrieval answer can dictate whether to record in sentence or note form. Covered x 2
Comprehension – writer's craft				Skill Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases. Core knowledge A writer chooses the language, structure and presentation of a book or text to suit their purpose, audience or type of writing. For example, instructions use precise, concise language. They are structured with headings, numbered steps and bullet points for ease of reading. They are clearly presented on the page, perhaps with an image for clarification. Covered x 3	Skill Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases. Core knowledge A writer chooses the language, structure and presentation of a book or text to suit their purpose, audience or type of writing. For example, instructions use precise, concise language. They are structured with headings, numbered steps and bullet points for ease of reading. They are clearly presented on the page, perhaps with an image for clarification. Covered x 3	Skill Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases. Core knowledge A writer chooses the language, structure and presentation of a book or text to suit their purpose, audience or type of writing. For example, instructions use precise, concise language. They are structured with headings, numbered steps and bullet points for ease of reading. They are clearly presented on the page, perhaps with an image for clarification. Covered x 3
Comprehension – inference		Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, justified with evidence from the text.	Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, justified with evidence from the text.	Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, justified with evidence from the text.	Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, justified with evidence from the text.	Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, justified with evidence from the text.

Comprehension – predicting			Skill Predict what might happen from details stated and implied in the text, giving some examples.	Skill Predict what might happen from details stated and implied in the text, giving some examples.	Skill Predict what might happen from details stated and implied in the text, giving some examples.	Skill Predict what might happen from details stated and implied in the text, giving some examples.
Comprehension – questioning and explaining		Skill Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves.	Skill Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves.	Skill Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves.	Skill Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves.	Skill Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves.
Comprehension – structure and purpose				Skill Read books that are structured in different ways, identifying a book's purpose.	Skill Read books that are structured in different ways, identifying a book's purpose.	Skill Read books that are structured in different ways, identifying a book's purpose.
Comprehension – reading widely						
Comprehension – recommending						