

Year 4 Scheme of Work – Shared Reading

Unit	Time (Wks)	Activities	Outcomes	Reading Objectives	Differentiation	Reading strategies	Curriculum Links
Previous learning: Y3 Hedgehog – written from the perspective of an animal				Next Learning: Y5 – Cloud busting - Davey's eccentric way of looking at the world			
1.1 Diary of a Killer Cat	6	<p>L1-Children to design a new cover for the book, featuring the name, author and their own name.</p> <p>L2- Ask chn to make a list of words that could be used instead, for example: grateful, ruining, squashing, growled, mumbled, said... Chn to break down the word into root words/prefix and suffix. Provide chn with thesaurus for ideas!</p> <p>L3- Children to design their own Tuffy wanted poster including crimes, reward and a description.</p> <p>L4- Ask chn to re- read pg 14 and summarise the main events in this paragraph. Using this information ask chn to write a diary account from Ellie's point of view of the event that took place.</p> <p>L5- Hot seating – chn to ask Tuffy questions about all the animals he has killed so far, how does he feel, why does he do it. Select one child to be Tuffy and answer the questions.</p> <p>L6- Tuffy is grounded for his behaviour. Can you write a new story about a pet who is grounded for their bad behaviour? Use adjectives and adverbs to describe their bad behaviour.</p> <p>L7- Paired interview technique, interviewer and Ellie's dad. Think of questions that an interviewer would ask Ellie's dad having witnessed the cat flap situation and in pairs, one take role of Ellie's dad and one take role on interviewer (could be done during a Drama session). Show</p>	<p>-add work to the guided reading book</p> <p>-speaking and listening outcome: Explain, adapt and retell the story Discuss different points of view, - Listen carefully to others' performances</p> <p>- Listen to, discuss and express views about a story, Discuss the sequence of events, Retell the story, Make inferences, Ask and answer questions and find evidence</p> <p>- Predict what may happen</p> <p>-writing outcome: book review, wanted poster, diary account, write story.</p>	<p>- Predicting what might happen from details stated and implied</p> <p>- Checking that the book makes sense to them and exploring the meaning of words in context</p> <p>- Discussing words and phrases that capture the reader's interest and imagination</p> <p>- Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>- Drawing inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence</p>	<p>Graphic organiser</p> <p>Colourful semantics</p> <p>Visual</p> <p>-Guided writing and reading.</p>	<p>- Using clues from the title, front cover and blurb to make predictions</p> <p>-: Reading longer words by chunking/ reading words within a word</p> <p>- rereading a sentence to make sense of a word through predicting and clues</p> <p>- Visualising: read a section of text – ask children to think about what pictures they see in their head</p>	<p>-- drama</p> <p>- speaking and listening</p> <p>-writing</p> <p>-science – healthy eating</p> <p>DT – cooking</p>

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		<p>interviews in the style of a News programme.</p> <p>L8- Children to draw/write what each character (Ellie, Dad and Tuffy) is thinking before the vet visit.</p> <p>L9- Children to write an account of the events at the vet's surgery.</p> <p>L10- Children to mindmap the characters, what are they going to say/ do to Tuffy now that he has been proven innocent of killing Thumper.</p> <p>L11- Chn to make a timeline with all the major events in the story.</p> <p>L12- Chn to write a book review to summarise the story/ make judgements about the text and whether they would recommend it to others.</p>					
Previous learning: Y2 – Giraffe and the Pelly and Me, Charlie and the chocolate Factory y3 – story by the same author.				Next Learning: Year 5 – War horse by the same author			
1.2 Kensuke's Kingdom	6	<p>L1- Children take turns in their group hot-seating different family members at different points of chapter 1, e.g. Mum's feelings and thoughts when she takes the phone call, then later upon seeing the boat, then upon setting out.</p> <p>L2- Children work individually or in pairs to read January 1/February 7 log extracts. They talk with their partner about what they have read and then answer Log Questions.</p> <p>L3- Children write poems on the theme of being alone and lost in the sea. They can select and expand key phrases from your Class Notes and add their own words and phrases.</p> <p>L4- Children collaborate to make a large illustrated map of the island. They draw an outline and then add additional illustration based on the descriptions that they have read. Encourage children to include key words and phrases from the text on their map.</p>	<ul style="list-style-type: none"> - add work to the guided reading book - use evidence and imagine a character's feelings. -talk about how a character's feelings can change and might be ambiguous. - read and answer questions independently. - find evidence in the text for the answers - write a poem which has a tense and dramatic mood - make a map from a story -think about a character's choices and dilemmas. - make predictions about a story. - discuss the relationship between characters in a book. 	<ul style="list-style-type: none"> - Draw inferences such as inferring characters' feelings, thoughts, motives from their actions, justifying inferences with evidence. - Predict what might happen from details stated and implied; -Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; - Participate in discussions about books that are read to them, building on their own and others' ideas and challenging views; -Explain and discuss their understanding of what they have read. - Comprehension Identify how language, structure and presentation contribute to meaning. 	<ul style="list-style-type: none"> - peer collaboration - modelling -metacognition -colour semantics - graphic organiser 	<ul style="list-style-type: none"> - Looking for clues in the picture and vocabulary in the blurb - practice rereading to check for meaning. - looking for clues in the text -- read the opening paragraph and identify main points - explain how careful readers ask questions when they read because it helps them understand what they're reading. -: re reading sentence to understand word in context – words within a word 	<ul style="list-style-type: none"> --- drama - speaking and listening -writing

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		<p>L5-In pairs, children read Michael's Questions. For each question they think of one piece of advice and then its opposite. They try to make both pieces of advice as persuasive as possible. How could you convince Michael that he ought to follow this advice</p> <p>L6--Children talk about what more they have learnt about Kensuke and complete their own copy of a Kensuke Outline with the information that they think is most important.</p> <p>L7- Children work with a partner to role-play a conversation between Michael's parents about what they should do next.</p>		-		<ul style="list-style-type: none"> - looking for clues in the text - read the opening paragraph and identify main points -- Looking for clues and events that have happened so far in the story. - 	
Previous learning: Charlie and the chocolate factory				Next learning: Daffodils poems - classical			
<p>2.1 Chocolate Cake (Michael Rosen)</p> <p>Wings (Pie Corbett)</p>	6	<p>L1- watch video of Michael Rosen performing the poem - draw a sequence of events in a comic strip.</p> <p>L2- work in small groups, taking in turns to re-read the sections of the poem and perform the poem in front of an audience.</p> <p>L3- Ask your children to write a real or an invented recipe for a chocolate cake</p> <p>L4 Give each child a sheet of paper and have them write the words "My favourite part of the Chocolate Cake poem is . . ." Ask the children to illustrate their favourite moment with an original drawing.</p> <p>L5- Provide the poem and ask children to highlight onomatopoeia, alliteration, descriptive adjectives and metaphor</p> <p>L6- Chn to write a poem about their favourite food using some of the</p>	<ul style="list-style-type: none"> - add work to the guided reading book - Improve understanding and comprehension of text types such as poetry -Improve understanding of language techniques and descriptive writing -Show how drawings can be used to develop and share ideas and imagination -Enable children to discuss a sequence of events and how items of information are related 	<ul style="list-style-type: none"> - Discussing words and phrases that capture the reader's interest and imagination (WOW words – language choice) and how these contribute to meaning - Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Recognising some different forms of poetry - Identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> - Graphic organiser Colourful semantics Visual -ELKLAN Blank levels - provide adjective word mats - Provide emotion word mats -Metacognitive questions -self regulation 	<ul style="list-style-type: none"> - read a section of text – ask children to think about what pictures they see in their head - Analyzing text structure - the pattern in which the text is presented allows the students to comprehend the information better. 	<ul style="list-style-type: none"> - speaking and listening -writing

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	<p>writing methods that they have looked at – provide writing frame and word bank to help.</p> <p>Wings</p> <p>L1- read the poem and ask chn to think about how the poem makes them feel, what they like about the poem and what would they change. Reread and chn to label the features, repetition, simile, metaphor, personification, alliteration , verbs.</p> <p>L2- Match the senses with what the writer focuses on – discuss the last verse - why is this different</p> <p>L3- Read the poem and answer comprehension questions based on the poem</p> <p>L4-to write their own version of the poem - using senses – but adapting to say ...if I had fins and based in the water rather than sky – chn to mind map and plan.</p> <p>L5- look at the structure and rhyme of the poem - chn continue writing their own poems.</p>					
<p>Previous learning: Y3 -Conker, love for an animal, , Kensuke’s Kingdom, Diary of a killer Cat- pet</p>			<p>Next Learning: War Horse – love for an animal, friendship</p>			

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<p>2.2 The Butterfly Lion</p>	<p>6</p>	<p>L1- At the start of the book, the boy is at boarding school in Wiltshire. Write a diary entry from his point of view, explaining how he feels about being there.</p> <p>L2- provide pg 12 and 13 and identify any unfamiliar words in the story (e., scrutinised, hackles, accusingly, willed). Can you find out what they mean and write your own definition?</p> <p>L3- Chn to complete the character description- used adjectives (word mats) to describe how the character is feeling</p> <p>L4- Write a letter to father to persuade him to let Bertie keep the lion.</p> <p>L5- to write the next paragraph of the story. What will happen to the boy and lion? Will the parents find out? Why is Bertie going outside the compound?</p> <p>L6-Chn to predict what 'What does the title of this chapter tell us about what's going to happen?' - Design a poster for the Circus. Include SC and French words and a picture of the lion.</p> <p>L7- plan a short scene together using the three questions on Role-play planner and develop a freeze-frame of their scene for the plenary.</p> <p>L8- Write a list of arguments 'for' and 'against' Bertie's family keeping the white lion cub</p> <p>L9- Look at a picture of a white lion cub and think of vocabulary to describe it?(see Resources below).</p>	<p>- add work to the guided reading book` -to summarise, predict, clarify and ask questions based on reading - Drama, hot seating, decision ally - writing outcome, write a letter, design poster</p> <p>2.7.21- Asking questions to improve understanding, hot seating, finshing off letter writing.</p>	<p>- Listen to and discuss a wide range of fiction. -Discuss words and phrases that capture the reader's interest and imagination -Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>	<p>-- Graphic organiser</p> <p>Colourful semantics</p> <p>Visual -ELKLAN Blank levels - provide adjective word mats - Provide emotion word mats -Metacognitive questions -self regulation</p>	<p>-retelling -visualising - Identifying the Main Idea and Summarization -rereading</p>	<p>- - speaking and listening -writing</p>
<p>Previous learning: Street child y3 - learnt the story of Jim Jarvis</p>				<p>Next learning: Y5- journey to the river sea, journey to Jo'burg – the journey and difficulties</p>			

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<p>3.1 Far from home</p>	<p>6</p>	<p>L1 recap street child focusing on when mother left the two sisters with the cook based on that chn predict what will happen in Far from home based on title and pictures – read chapter 1. L2 - Give the children an emotion and ask them to jot down verbs which would show this eg: anger. L3 Split class into two halves one for each sister – chn to read chapter 3 and make a presentation on what they have learnt about each sister, how they have changed and write down precisely which words provide evidence. L4 - Write a short diary entry to show how that Emily was feeling about the events of the day. L5- Show children a website entry about Berlie Doherty e.g.http://www.channel4learning.com/sites/bookbox/authors/doherty/index.htm) - Chn to write a letter to Berlie Doherty and come up with questions to ask the author. L6- To answer comprehension questions linked to the chapter L7- write a letter to Emily giving her advice on what to do – should she leave the house? L8- research the alternative options for the poor without the workhouse-look at jobs for Victorian children how were they treated. L9- To Compare the lives of rich and poor Victorian people by completing the Venn diagram with the words below. L10 – write a day in the life of a Mill worker. L11- Complete Dr Barnardo comprehension activity.</p>	<ul style="list-style-type: none"> - add work to the guided reading book - make predictions using front cover and title using connectives. -Writing outcomes, presentation, diary entry, letter, research - reading, comprehension questions, vocabulary and word aware. - To empathise with a character and explore possible reasons for his actions and consider decisions they might make - Discuss and evaluate how authors use language Victorian and modern language - explore the context surrounding the story – Victorian life, work, poverty. 	<ul style="list-style-type: none"> -Predicting what might happen from details stated and implied - Discussing words and phrases that capture the reader’s interest. - Identifying how language, structure, and presentation contribute to meaning - Drawing inferences such as inferring characters’ feelings from their actions, and justifying inferences with evidence. - Identifying and discussing themes and conventions - Asking questions to improve their understanding 	<ul style="list-style-type: none"> . Graphic organiser Colourful semantics Visual -ELKLAN Blank levels - provide adjective word mats - Provide emotion word mats -Metacognitive questions -self regulation - 	<ul style="list-style-type: none"> - -retelling -visualising - Identifying the Main Idea and Summarization -rereading - Looking for clues in the text, key words or dialogue - scanning with highlighter - inference looking for clues add those clues to what we already know or have read - rereading a sentence to look for clues and and predicting -reciprocal reading 	<ul style="list-style-type: none"> - speaking and listening -writing -drama -History
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Previous learning: street child – themes of theft, friendship			Next learning: war horse, railway children – exploring themes and context				
3.2 Emil and the Detectives	6	<p>L1- Role play and pair work - <i>Student A:</i> You're Emil. You're going to the city. Tell your friend about it. <i>Student B:</i> You're Emil's friend. He's going to the city. Ask him questions about it.</p> <p>L2-Complete a thought bubble of what the other passengers on the train said and thought.</p> <p>L3 -Complete missing word activity of chapter 3</p> <p>L4 - Imagine you're the thief and you're at the hotel. Write what you are thinking.</p> <p>L5- List all the people in the story and write a short description of each. Read the descriptions to your friends. Can they guess who it is?</p> <p>L6- book review - What's the best part of the story? Why is it good? Which part didn't you like? Why?</p>	<ul style="list-style-type: none"> - add work to the shared reading book - make predictions using front cover and title using connectives. -Writing outcomes: through bubble, description writing, book review. -Drama – role play, paired work -To explore characters feelings and thoughts. 	<ul style="list-style-type: none"> - Predicting what might happen from details stated and implied. - asking questions to improve their understanding of a text -- drawing inferences such as inferring characters' feelings, thoughts and motives. -drawing inferences such as inferring characters' feelings, thoughts and motives 	<ul style="list-style-type: none"> - Graphic organiser <p>Colourful semantics</p> <p>Visual</p> <ul style="list-style-type: none"> -ELKLAN Blank levels - provide adjective word mats - Provide emotion word mats -Metacognitive questions -self regulation - 	<ul style="list-style-type: none"> --retelling -visualising - Identifying the Main Idea and Summarization -rereading - Looking for clues in the text, key words or dialogue - scanning with highlighter - inference looking for clues add those clues to what we already know or have read - rereading a sentence to look for clues and predicting -reciprocal reading 	<p>-- speaking and listening</p> <p>-writing</p> <p>-Drama</p>