

# Year 4 Guided Reading Medium Term Plan Autumn 1 Year 2 SPAG Terminology Year 3 SPAG Terminology Y4 Spag Terminology

**Weekly Objectives**

Match meanings to definitions (Speed words)

Use a dictionary to find meanings of unknown words.

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p><b>Clarification: Solving Unknown Words</b> What is that word's job in the sentence?</p>	1	<p><b>VERB</b> Express action (doing something), state of being (feeling something) or an occurrence (something happening)</p> <p><b>NOUN</b> Describes a person, place or thing. Proper nouns name a particular person, place or thing.</p> <p><b>ADJECTIVE</b> Describes a noun or a pronoun.</p> <p><b>ADVERB</b> Modifies verbs, adjectives and other adverbs. Answer how, when, where, why, how often or how much.</p>	<p>1. <b>Read</b> the sentence with the unfamiliar word in. 2. <b>Refer to</b> word class chart – which one fits? 3. <b>Work out</b> what kind of word it is (noun, adjectives, verb, adverb) What is its job in the sentence?</p> <p><i>Which word class? It depends upon where the word is in the sentence as to the word class it belongs to.</i></p> <p><b>Tips for identifying word class</b></p> <p><b>VERB</b> -Usually comes straight after the subject -Could have an ing ending</p> <p><b>NOUN</b> -Proper nouns have capital letters. -Directly follows an article (a/an/the) -Can be pluralised -It could be in the pattern article+adjective+noun</p> <p><b>ADJECTIVE</b> -Does it come before a noun? -Can have an er ending -Can have the superlative ending -est</p>

			<p><b>ADVERB</b></p> <ul style="list-style-type: none"> <li>-Read the sentence without the unknown word. If it makes sense without it, the unknown word is an adverb.</li> <li>-Does it end in -ly? (Most adverbs end in -ly)</li> <li>- Usually come before adjectives and other adverbs.</li> </ul>
<p><b>Clarification: Solving Unknown Words</b> Substituting words</p>	2	<p><b>Substitute/substituting</b> Swapping an unfamiliar word for one of the same word class to gain meaning. 'Swapping'</p>	<ol style="list-style-type: none"> <li>1. <b>Read</b> the sentence with the unfamiliar word in.</li> <li>2. <b>Work out</b> what kind of word it is (noun, adjectives, verb, adverb) What is its job in the sentence?</li> <li>3. <b>Substitute</b> the word with another of the same word type.</li> <li>4. <b>Check</b> the sentence makes sense.</li> </ol>
<p><b>Clarification: Solving Unknown Words</b> Reading around the word</p>	2	<p><b>Substitute/substituting</b> Swapping an unfamiliar word for one of the same word class to gain meaning. 'Swapping'</p>	<ol style="list-style-type: none"> <li>1. <b>Read</b> the sentence with the tricky word in it.</li> <li>3. <b>Identify</b> the word class of the tricky word.</li> <li>4. <b>Read</b> the sentence before the one with the tricky word. Does this help?</li> <li>5. <b>Read</b> the sentence after the one with the tricky word in it. Does this help?</li> </ol> <p>If not, read a little further before and after.</p> <ol style="list-style-type: none"> <li>6. <b>Substitute</b> the word with another of the same word type.</li> <li>7. <b>Check</b> the sentence makes sense.</li> </ol>
<p><b>Clarification: Solving Unknown Words</b></p> <ul style="list-style-type: none"> <li>• Pronouncing words</li> <li>• Using picture clues</li> </ul>	1		<p><b>Pronouncing words</b></p> <ul style="list-style-type: none"> <li>-<b>Look</b> for special friends</li> <li>-<b>Blend</b> the sounds together</li> <li>-<b>Read</b> in syllables</li> <li>-<b>Look</b> at root endings (suffixes)</li> </ul> <p><b>Using picture clues</b></p> <ol style="list-style-type: none"> <li>1. <b>Study</b> the picture</li> <li>2. <b>Read</b> the sentence with the tricky word.</li> <li>3. <b>Look</b> for clues in the picture to help.</li> </ol>
<p><b>Solve unknown words by: Using prefixes and suffixes</b></p> <p><b>NB This objective has a reading focus and is seeking to teach how to use prefixes and suffixes to search for word meaning. It is not the intent to teach every prefix and suffix on the national curriculum list for Y4. This will be covered in spelling lessons.</b></p>	1 Prefixes – 3 days Suffixes – 2 days	<p><b>prefix</b></p> <p>A group of letters which is added to the front of a root word. This creates a new word with a new meaning.</p> <p>Consider:</p> <p>Inter- means 'between' or 'among'</p> <p>Anti- means against</p> <p>Un- negative meaning</p>	<p>If an unfamiliar word has a prefix...</p> <ol style="list-style-type: none"> <li>1. <b>Identify</b> the prefix and the root word of the unfamiliar word.</li> <li>2. <b>Look</b> at the anchor chart. Does this help you with the meaning of the prefix?</li> <li>3. <b>Look</b> at the root word. Do you know it's meaning? If not, <b>use</b> a dictionary.</li> </ol>

**suffix**

A group of letters added to the end of a stem word. It changes or adds to the meaning of the root word.

Consider:

- ation added to verbs to form nouns
- ly added to an adjective to form an adverb
- ous turns a noun into an adjective. Means 'full of'.

**Root word**

A basic word with no prefixes or suffixes added.

4. **Combine** the meanings of the prefix and the root word to find the meaning of the unfamiliar word.

If an unfamiliar word has a suffix...

1. **Identify** the suffix and the root word in the unfamiliar word.
2. **Look** at the anchor chart. What type of word has been made by adding this suffix?
3. **Read** the sentence again. **Read** around the sentence to gain meaning.
4. **Substitute** the unfamiliar word for a word in the same word class.
5. **Re-read** the sentence. Does it make sense in the context of the text?

# Year 4 Guided Reading Medium Term Plan Autumn 2

## Weekly Objectives

Each time a new skill is taught, recap in following lessons.

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p>Improve understanding of the text by <b>Reciprocal reading: Prediction (fiction and non-fiction)</b></p>	<p>1 Fiction – 2 days Non-fiction – 2 days</p>	<p><b>Skimming</b> - Reading something quickly to get an idea of the main points.  <b>Title</b> – The name of something, usually found at the top/front  <b>Subheading</b> – A title given to part of a piece of writing. Tells the reader what they are about to read about.  <b>Caption</b> – A title or short explanation which goes with a photograph or illustration.  <b>Prediction</b> – A sensible guess about what a text will be about or what might happen next based on evidence from a text, picture, prior knowledge or personal experience.</p> <p><b>Sentence stems for making predictions:</b></p> <p>I think ... because ...</p> <p>I'll bet ... because ...</p> <p>I wonder if ... because ...</p> <p>I imagine ... because ...</p> <p>I suppose ... because ...</p> <p>I predict ... because ...</p> <p>I think I will learn ... because ...</p> <p>I think ... will happen because ...</p>	<p><b>Fiction</b></p> <ol style="list-style-type: none"> <li><b>Look at</b> cover art, title, author, and illustrations.</li> <li><b>Flip through</b> the text to look at any pictures.</li> <li><b>Think about</b> text structure, setting, characters, problem, characters' feelings and motives, events, and theme.</li> <li><b>Think about</b> whether the author's purpose is to entertain, inform, or persuade.</li> <li><b>Return to</b> predictions both during and after reading to confirm or revise them.</li> <li><b>Use the sentence starter</b>, "I think this is about ___ because ___" or "I think will happen because ___."</li> </ol> <p><b>Non-Fiction</b></p> <ol style="list-style-type: none"> <li><b>Skim read/look at</b> the.. <ul style="list-style-type: none"> <li>-Title</li> <li>-Subheadings</li> <li>-Pictures and captions</li> </ul> </li> <li><b>Think about</b> what you have read. What is it telling you?</li> <li><b>Use</b> all the information gathered to <b>make</b> your prediction</li> <li><b>Use a sentence stem</b> to form your prediction</li> </ol>
<p>Improve understanding of the text by <b>Reciprocal reading: Clarifying (fiction and non-fiction)</b></p>	<p>2 Words job in a sentence &amp; Substituting = 1 week</p> <p>Reading around the word, Pronouncing the word &amp; Using picture clues = 1 week</p>	<p><b>WORD CLASS</b></p> <p>The group a word belongs to. Tells you the job of the word when in a sentence.</p> <p><b>VERB</b></p> <p>Express action (doing something), state of being (feeling something) or an occurrence (something happening)</p>	<ol style="list-style-type: none"> <li><b>Read</b> through text 'in your head'.</li> <li><b>Highlight</b> words/phrases that you do not know the meaning of. If you are not sure if you know the word or not, Think: Can you explain the meaning of these words clearly to someone else? If the answer is no, highlight the word.</li> </ol> <p>Then, as per Autumn 1</p>

		<p><b>NOUN</b> Describes a person, place or thing. Proper nouns name a particular person, place or thing.</p> <p><b>ADJECTIVE</b> Describes a noun or a pronoun.</p> <p><b>ADVERB</b> Modifies verbs, adjectives and other adverbs. Answer how, when, where, why, how often or how much.</p> <p><b>SUBSTITUTION</b> Swap</p> <p><b>CLARIFY</b> To make something easier to understand.</p>	
<p>Improve understanding of the text by <b>Reciprocal reading: Questioning (fiction and non-fiction)</b></p>	<p>1 Fiction – 2 days Non-fiction – 2 days</p>		<p><b>Fiction</b></p> <p>1) <b>Ask</b>, "I wonder" questions before reading and while looking at the cover, title, and text. Base these "wonderings" on the art and by skimming the text.</p> <p>2) <b>Ask</b> questions about the setting, characters, problem, events, resolution, and theme.</p> <p>3) <b>Ask</b> questions about the author's choices in vocabulary and story line.</p> <p><b>Non-fiction</b></p> <p>1) <b>Ask</b> questions before reading and while previewing the cover, title, and text. Base these "wonderings" on the art and by skimming the text.</p> <p>2) <b>Use</b> text features (e.g., headings, maps, tables, charts, photos) to formulate questions.</p> <p>3) <b>Ask</b> questions about the main idea and details.</p> <p>4) <b>Ask</b> questions about the author's choice of vocabulary, text features, or ideas.</p>

			5) <b>Ask</b> text-dependent questions about choices the author made, such as "What examples does the author include?" and "How does the heading/map/etc. help you understand ...?"
<p>Improve understanding of the text by  <b>Reciprocal reading: Summarising a chunk of text (fiction and non-fiction)</b>  <b>COMPLETE AFTER SUMMERISING UNIT</b></p>	<p>2  Fiction – 1 week  Non-fiction – 1 week</p>	<p><b>SUMMARY</b>  A short explanation of the main points.</p>	<ol style="list-style-type: none"> <li>1. <b>Break up</b> the text into manageable chunks. E.g paragraphs if it is a narrative, sections if it is a non-fiction text.</li> <li>2. <b>Draw</b> a story map of the sentences to aid understanding.</li> <li>3. <b>Think:</b> What is the job of this section?</li> <li>4. <b>Find</b> the topic sentence. What does it tell you?</li> <li>5. <b>Highlight</b> important information. Refer to title/subheading to guide you in what to highlight.</li> <li>6. <b>Write</b> 20 words or less to summarise these main points. Use your own connectives and joining words (but keep these to a minimum).</li> <li>7. Not all highlighted parts need to be used. <b>Paraphrase and group words</b> to keep word count to a minimum.</li> </ol>

# Year 4 Guided Reading Medium Term Plan Spring 1

## Weekly Objectives

Explain an author has brought an object to life (personification). Taught in Aut 2 Poetry unit. Identify and discuss examples in reading this half term.

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p><b>Show understanding by:</b> Recognise that word order changes meaning.</p>	2	<p><b>Subject</b> – the part of a sentence which shows who or what is performing the action. Usually a noun or pronoun.  <b>Verb</b> – a word which describes what the subject of the sentence is doing or being.  <b>Object</b> – a noun, noun phrase or pronoun that is affected by the action of the verb.</p>	<ol style="list-style-type: none"> <li>1. <b>Find</b> the subject in the sentence. <b>Search</b> for capital letters to find a proper noun. <b>Search</b> for pronouns.</li> <li>2. <b>Find</b> the verb in the sentence. Look for –ed or –ing endings. Usually comes after the subject in the sentence.</li> <li>3. <b>Find</b> the object in the sentence. Search for a noun, noun phrase or pronoun that comes after the verb.</li> <li>4. Match the sentence to the correct picture/draw a picture to match the meaning.</li> </ol>
<p><b>Show understanding by:</b> Recognise that conjunctions change meaning.</p>	3	<p><b>Conjunction</b> – a word used to connect clauses</p>	
<p><b>Show understanding by:</b> Discuss the layout of non-fiction texts. Taught alongside NF unit.</p>	1		

# Year 4 Guided Reading Medium Term Plan Spring 2

## Weekly Objectives

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p><b>Dealing with questions:</b> Point and evidence grids.</p>	2	<p><b>Point</b> A statement you are making about the text. Your answer to the question.</p> <p><b>Evidence</b> Something you have taken from the text which backs up/demonstrates your point.</p>	<p>Finding evidence to back up a point:</p> <ol style="list-style-type: none"> <li><b>Read</b> the question. <b>Read</b> the text.</li> <li><b>Make</b> your point (answer).</li> <li><b>Look</b> for things in the text which support (back up) the point being made.</li> <li><b>Quote</b> (copy) the evidence which backs up the answer.</li> <li><b>Signpost</b> evidence using 'in the text it says...'</li> </ol>
<p><b>Dealing with questions:</b> Point, evidence and explanation grids.</p>	2	<p><b>Point</b> A statement you are making about the text. Your answer to the question.</p> <p><b>Evidence</b> Something you have taken from the text which backs up/demonstrates your point.</p> <p><b>Explain</b> In your own words, show how the evidence you have chosen supports the point you have made.</p>	<p>Using PEE to answer questions about a text:</p> <ol style="list-style-type: none"> <li><b>Read</b> the question. <b>Read</b> the text.</li> <li><b>Make</b> your point (answer). What do you think?</li> <li><b>Look</b> for things (evidence) in the text which support (back up) the point being made.</li> <li><b>Quote</b> (copy) the evidence which backs up the answer.</li> <li><b>Signpost</b> evidence using 'in the text it says...'</li> <li><b>Use your own words to explain</b> WHY the evidence you have chosen supports the point you have made.</li> </ol>
<p><b>Dealing with questions:</b> Translate words in a question into synonyms before scanning a text.</p>	2	<p><b>Synonym</b> A word or phrase which means exactly or nearly the same as another word or phrase.</p> <p><b>Scan/scanning</b> Quick reading of a text to find specific information.</p>	<ol style="list-style-type: none"> <li><b>Read</b> the question.</li> <li><b>Highlight</b> the key words in the question.</li> <li><b>List</b> possible synonyms for the key word(s) highlighted.</li> <li><b>Scan</b> the text for any of the key words.</li> <li><b>Close read</b> around the part of the text where you find a synonym.</li> <li><b>Use</b> this information to answer the question.</li> </ol>



# Year 4 Guided Reading Medium Term Plan Summer 1

## Weekly Objectives

Box up a passage (In English)

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p><b>Connecting sections of the text:</b> Spotting errors and inconsistencies. <i>Refer to Improving Reading document by G Medd on Share Point</i></p>	<p>1 week spotting errors 1 week spotting inconsistencies</p>	<p><b>ERROR</b> When something in a text is clearly incorrect and does not make sense. Errors mean the text does not make sense. <b>INCONSISTENCY</b> A subtle difference with what has been said previously. Disconnected ideas which can only be spotted if you are monitoring what you are reading.</p>	<p><b>Spotting Errors/Inconsistencies</b> 1. <b>Read</b> the text. 2. <b>Draw</b> pictures to illustrate what is happening. 3. <b>Think!</b> Does this make sense? 4. <b>Make</b> links between what is happening now and what came before. 4. <b>Find</b> the part which does not match what has happened earlier in the sentence/text.</p>
<p><b>Connecting sections of the text:</b> Linking nouns, pronouns and noun phrases within paragraphs.</p>	<p>2 weeks 1 week – within 1 sentence, who questions involving pronouns 1 week – within 2 sentences and a paragraph, who questions involving pronouns</p>	<p>Who = a person <b>Noun</b> – a person, place or object <b>Proper noun</b> – a name of an actual person, place or object. Start with a capital letter. <b>Noun phrase</b> – includes a noun and words to describe it. <b>Pronoun</b> – a word which can replace a noun or a noun phrase <b>Personal pronouns</b> – I, you, he, she, it, we, you, they</p>	<p><b>Relating pronouns to nouns (1 or 2 sentences)</b> 1. <b>Read</b> the sentence(s). 2. <b>Draw</b> an image to show what is happening. 3. <b>Identify</b> the pronoun in the sentence. 4. <b>Check</b> the anchor chart to see which gender and number the pronoun relates to. 5. <b>Read</b> the sentence again and the preceding sentence(s) to find the noun the pronoun relates to. 6. <b>Think!</b> Does the noun-pronoun match make sense? 7. <b>Draw</b> an arrow to link the pronoun back to the noun.</p> <p><b>Relating pronouns to nouns/noun phrases (within a paragraph)</b> As above. At step 5, more sentences may need to be read which precede the pronoun.</p>
<p>Provide reasons for an action or event based on an action or event in an earlier part of the story.</p>	<p>2 weeks</p>		<p>1. <b>Draw</b> pictures as you read to help summarise key events/actions. 2. When something happens, <b>look back</b> over what has preceded it. Can you find a reason for what has happened?</p>

# Year 4 Guided Reading Medium Term Plan Summer 2

## Weekly Objectives

Write own definitions for words.

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p><b>Summarise:</b> Match summary sentences to paragraphs.</p>	<p>1 3 days fiction 2 days non-fiction</p>	<p><b>SUMMARY</b> A short explanation of the main points.</p>	<p>1. <b>Read</b> – the paragraph. What is the main idea? 2. <b>Read</b> – the summary sentences. What is the main idea? 3. <b>Check</b> – are there any key words (names, dates, places etc.) which are the same? 4. <b>Match</b> – the paragraph with the summary sentence which have the same idea.</p>
<p><b>Summarise:</b> Summarise a group of sentences/paragraph.</p>	<p>2</p>	<p><b>SUMMARY</b> A short explanation of the main points.</p> <p><b>PARAPHRASE</b> Rewording something that is written or spoken using different words. Often to achieve greater clarity.</p>	<p>1. <b>Break up</b> the text into manageable chunks. E.g paragraphs if it is a narrative, sections if it is a non-fiction text. 2. <b>Draw</b> a story map of the sentences to aid understanding. 3. <b>Think:</b> What is the job of this section? 4. <b>Find</b> the topic sentence. What does it tell you? 5. <b>Highlight</b> important information. Refer to title/subheading to guide you in what to highlight. 6. <b>Write</b> 20 words or less to summarise these main points. Use your own connectives and joining words (but keep these to a minimum). 7. Not all highlighted parts need to be used. <b>Paraphrase and group words</b> to keep word count to a minimum.</p>
<p>Make predictions based on something implied.</p>	<p>1 Start with images and move on to text. 2 days – making inferences 3 days – using inferences to make predictions</p>	<p><b>Prediction</b> A sensible guess about what a text will be about or what might happen next based on evidence from a text, picture, prior knowledge or personal experience.</p> <p><b>Inference</b> Using clues found in a text to work out what is happening.</p>	<p><b>Fiction</b></p> <p>1. <b>Read</b> the text. 2. <b>Draw/make notes</b> as you read about what has happened so far. 3. <b>Make inferences</b> to work out additional information. 4. <b>Pause</b> in your reading. 7. Use your inferences to <b>make a prediction</b> about what might happen next using evidence from what you have read so far. 4. <b>Use</b> a sentence stem e.g. "I think _____ will happen _____ because _____"</p>
<p>Summarise non-fiction in graphic organisers. <i>Taught alongside Non-Fiction unit.</i></p>	<p>2</p>	<p><b>Graphic Organiser</b> A visual way of presenting information gathered from reading.</p> <p><b>Summary</b> A short explanation of the main points.</p>	<p>Teaching sequence: 1. Take each section of the GO in turn and build SC for how to find the relevant information with the children. Display on WW as an anchor chart.</p>

			<p>2. Fill in each section in turn, modelling how to find the key information by using the section headings to guide the search for information and the S2S.</p> <p>For example: Name of the person – <b>look for the capital letters.</b> Date of Birth – <b>look for numbers and names of months.</b> Profession – <b>look for names of jobs.</b></p>
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