

## Progression of texts used throughout the year.

YEAR 4	NAME OF TEXT	AUTHOR	KEY LITERACY FOCUS FROM THIS TEXT
<b>Term 1</b>	Escape from Pompeii (historical fiction)	Christina Ballit	<p>Link with geography and history topic: Volcanoes and a study of Mount Vesuvius and Pompeii.</p> <p><b>Writing:</b> Setting descriptions (<b>subordinate clauses, expanded noun phrases, language bank</b>) Conversation between characters (<b>use of inverted commas</b>, alternatives to said, creating/embellishing <b>settings, characters and plot</b>)</p> <p><b>Reading:</b> Make <b>inferences</b> about characters' thoughts and feelings. Make <b>predictions</b> from details stated and implied. <b>Infer</b> characters' feelings, thoughts and motives from their actions, and <b>justify</b> inferences with evidence.</p>
	A range of non-fiction texts about volcanoes	Various authors.	<p>Link with geography topic: Volcanoes</p> <p><b>Writing: Information Text</b> (using <b>simple organisational devices, adverbials</b> for cohesion within sentences and across paragraphs, <b>geographical language</b>)</p> <p><b>Reading: Retrieve, record and present</b> information from non-fiction texts.</p>
	Including, Horrible Geography: Violent Volcanoes	Anita Ganeri	
	The Street Beneath Our Feet (non-fiction)	Charlotte Guillain and Yuval Zommer	Link with geography topic: Volcanoes
	A range of news articles	Various authors.	<p><b>Writing: Newspaper Report</b> (simple <b>organisational devices</b>, use of <b>fronted time adverbials</b>)</p> <p><b>Reading:</b> identify language, <b>structural and presentational features</b> in texts and explain how they contribute to meaning.</p>
History for Kids: Vesuvius	DinoBibi	<p>Link to history topic: Vesuvius and Pompeii</p> <p><b>Writing: Eyewitness Testimony for Newspaper Report</b> (use of <b>embedded clauses</b>)</p>	

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	The Demon Headmaster (fiction)	Gillian Cross	<p>Reading for Pleasure - whole class guided reading (develop <b>positive attitudes</b> to reading, and an <b>understanding</b> of what they read).</p> <p><b>Reading:</b> Participate in discussion, both to contribute and listen to what others say. Show understanding through intonation, tone, volume and action.</p> <p>Discuss <b>language</b>, including words and phrases that captures the reader's interest and imagination, extending interest in the <b>meaning and origin</b> of words.</p>
Term 2	The Boy Who Harnessed The Wind (non-fiction)	William Kamkwamba	Link to Science focus: Electricity
	Production script and other playscripts	Changes each year.	<p>Reading for Pleasure (develop <b>positive attitudes</b> to reading, and an <b>understanding</b> of what they read)</p> <p><b>Writing: Script to Narrative</b> (use of <b>inverted commas</b> and other punctuation for direct speech, <b>Standard English</b>, creating/embellishing <b>settings, characters and plot</b>)</p> <p><b>Character Description</b> (considered choice <b>pronoun or noun</b> to avoid repetition, inferring <b>character</b>)</p> <p><b>Reading:</b></p> <p>Read, re-read, and rehearse lines for performance. Show understanding through <b>intonation, tone, volume</b> and action.</p> <p>Use drama approaches to understand how to perform plays.</p> <p>Discuss <b>language</b>, including words and phrases that captures the reader's interest and imagination, extending interest in the <b>meaning and origin</b> of words.</p> <p>Use <b>dictionaries</b> to check the meaning of words that they have read.</p> <p>Explain the meaning of <b>words in context</b>.</p>

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			<p><b>Ask</b> questions to improve understanding of a text.</p> <p><b>Infer</b> characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>
	Romeo and Juliet (fiction: tragedy)	Andrew Matthews and Tony Ross  Anna Claybourne	<b>Reading: summarise</b> ideas from more than one paragraph.
<b>Term 3</b>	Secrets of a Sun King (historical fiction)	Emma Carroll	<p>Link with history focus: Ancient Egyptians</p> <p><b>Writing: Hook</b> (use of techniques to build suspense and tension, creating/embellishing <b>settings, characters</b> and <b>plot</b>)</p> <p><b>Reading:</b> Participate in discussion, both to contribute and listen to what others say.</p> <p>Discuss <b>language</b>, including words and phrases that captures the reader's interest and imagination, extending interest in the <b>meaning and origin</b> of words.</p> <p>Use <b>dictionaries</b> to check the meaning of words that they have read.</p> <p>Explain the meaning of <b>words in context</b>.</p> <p>Ask questions to improve understanding of a text.</p> <p><b>Predict</b> what might happen from details stated and implied.</p>
	There's A Pharaoh In Our Bath (fiction)	Jeremy Strong	<p>Reading for Pleasure (develop <b>positive attitudes</b> to reading, and an <b>understanding</b> of what they read)</p> <p>Link with history focus: Ancient Egyptians</p>
	A range of non-fiction texts about mummification and different instruction texts.	Various authors	<p>Link with history focus: Ancient Egyptians</p> <p><b>Writing: Instruction Text</b> (simple <b>organisational devices</b>, use of <b>adverbials of manner, fronted adverbials</b> for order and frequency)</p>

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			<p><b>Reading:</b> identify language, <b>structural and presentational features</b> in texts and explain how they contribute to meaning.</p>
	Kay's Anatomy (non-fiction)	Adam Kay	Link to Science focus: Animals, including Humans.
	Diary excerpts	Howard Carter	<p>Link with history focus: Ancient Egyptians</p> <p><b>Writing:</b> <b>Diary entry</b> (writing in the <b>first person</b>, using an <b>informal tone</b>, <b>expanded noun phrases</b> and <b>prepositions</b>, writing in <b>paragraphs</b>, creating/embellishing <b>settings</b>, <b>characters</b> and <b>plot</b>)</p> <p><b>Reading:</b> <b>retrieve</b>, <b>record</b> and present information from a text.</p>
<b>Term 4</b>	There's A Pharaoh In Our Bath (fiction)	Jeremy Strong	Link with history focus: Ancient Egyptians Reading for Pleasure (develop <b>positive attitudes</b> to reading, and an <b>understanding</b> of what they read)
	Range of non-fiction texts about rivers		Link with geography focus: Rivers
	Including, Horrible Geography: Raging Rivers (non fiction)	Anita Ganeri	<b>Writing:</b> <b>Why would people live near a river? Argument (persuasive techniques)</b>
	The River	Valerie Bloom	<p>Link with geography focus: Rivers</p> <p><b>Writing:</b> <b>Poem writing (figurative language)</b></p> <p><b>Reading:</b> discuss the writer's choice of language and <b>infer</b> meaning behind imagery.</p>
<b>Term 5</b>	Anglo-Saxon Boy (historical fiction)	Tony Bradman	<p>Link with history focus: Anglo-Saxons and Scots</p> <p><b>Writing:</b> <b>Inner monologue (present tense, informal tone, writing in paragraphs)</b> <b>Battle narrative (language banks, adverbials, powerful verbs, subordinate clauses, writing in paragraphs, creating/embellishing settings, characters and plot)</b></p> <p><b>Reading:</b></p>

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			<p>Participate in discussion, both to contribute and listen to what others say. Show understanding through intonation, tone, volume and action.</p> <p>Discuss <b>language</b>, including words and phrases that captures the reader's interest and imagination, extending interest in the <b>meaning and origin</b> of words. Use <b>dictionaries</b> to check the meaning of words that they have read. Explain the meaning of <b>words in context</b>. <b>Ask</b> questions to improve understanding of a text. <b>Predict</b> what might happen from details stated and implied. <b>Infer</b> characters' feelings, thoughts and motives from their actions, and <b>justify</b> inferences with evidence.</p>
	Range of non-fiction texts about Anglo-Saxon life	Various authors	Link with history focus: Anglo-Saxons and Scots
<b>Term 6</b>	Leaflets and adverts for attractions/landmarks	Various authors	<p>Link to geography focus: U.S.A.</p> <p><b>Writing: Visit...!</b> (persuasive techniques)</p>
	The Native American Story Book (fiction: myths)	G. W. Mullins	<p>Reading for Pleasure (develop <b>positive attitudes</b> to reading, and an <b>understanding</b> of what they read)</p> <p>Link to history focus: Native Americans</p> <p><b>Writing: Retelling</b> (writing in <b>paragraphs</b>, use of <b>expanded noun phrases, subordinate clauses</b>, writing in <b>paragraphs</b>, creating/embellishing <b>settings, characters and plot</b>)</p> <p><b>Reading:</b></p> <p>Increase familiarity with a wide range of books, including myths and legends, and retell orally. Show understanding through intonation, tone, volume and action.</p>

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Between Earth and Sky (fiction: myths)	Joseph Bruchac and Thomas Locker	Link to history focus: Native Americans  <b>Reading:</b> increase familiarity with a wide range of books, including myths and legends, and retell orally.
The Very First Americans (non-fiction)	Cara Ashrose	Link to history focus: Native Americans
Hidden Figures (non-fiction)	Margot Lee Shetterly	Link to history focus: Civil Rights
Little People, Big Dreams: Rosa Parks (non-fiction)	Lisbeth Kaiser	Link to history focus: Civil Rights  <b>Writing: Biography (simple organisational devices)</b>  <b>Reading:</b> retrieve, record and present information from a text.
Little People, Big Dreams: Martin Luther King Jr. (non-fiction)	Maria Isabel Sánchez Vegara	Link to history focus: Civil Rights  <b>Writing: I Have A Dream! (persuasive techniques)</b>  <b>Reading:</b> preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.