

Text Map Year 4 Puffins

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Reading for Pleasure Spine (inclusive & diverse quality texts) | A River – Marc Martin (picture book) A Mummy Ate My Homework by Thiago de Moraes (class novel) The Ancient Egyptian Sleepover – Stephen Davies | The Miraculous Journey of Edward Tulane by Kate DiCamillo (Class novel) | The Legend of Podkin One-Ear by Kieran Larwood (class novel) | Varjak Paw by SF Said (class novel) | Clean Up – picture book about plastic pollution by Nathan Bryon The Tin Forest – Helen Ward Stick Man Leaf Man | Riley Can Be Anything – by Davina Hamilton (PSHE) Bloom by Anne Booth (PSHE) Rebel Dogs! Heroic Tales of Trusty Hounds by Kimberlie Hamilton Hair Love – Matthew A Cherry |
| Reading Instruction | Electricity Thomas Edison The History of Electricity (Twinkl) Electricity – Billy Elliot Musical Why Do People Wear Poppies? Ancient Egypt Egyptian Gods (Literacy Shed + stage 3) Important Animals (Literacy Shed + stage 3) | Rivers/Water/Poetry Rivers of the World Parts of a river The Water Cycle (information texts) Poems - The River, A River's Journey The River Nile comprehension (LS+) | Picture Books A Stone for Sascha wordless picture book by Aaron Becker My Beautiful Birds (picture book/refugees) Voices in the Park – Anthony Browne | Vikings Nat Geo Kids - Everything Vikings (e book) Viking Gods Fact Cards (Twinkl) How to Be A Viking by Cressida Cowell Viking Myths (LS+) Novel Little Badman And The Invasion Of The Killer Aunties by Humza Arshad and Henry White Animals A Day at the Zoo (LS+) | Poetry Chocolate Cake – Michael Rosen (poetry) If by Rudyard Kipling (poetry) Teeth Tooth By Tooth: Comparing Fangs, Tusks and Chompers by Sara C Levine Dentist Dan by Shel Silverstein and The Toothless Wonder by Phil Bolsta (poems) | Novel Kid Normal by Greg James and Chris Smith Running On The Roof Of The World by Jess Butterworth The Environment Greta's Story – The School Girl who went on strike to save the planet Sport Sisters And Champions: The True Story Of Venus And Serena Williams |

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| Writing Text/Stimulus | The Egyptian Cinderella by Shirley Climo (traditional story) | Flood - wordless picture book by Alvaro F Villa (narrative story) | Charlie and The Chocolate Factory By Roald Dahl (narrative adventure) | And/or Battle Speech by Harold Godwinson Beowulf | The Creature - newspaper report | FEAST (Disney animation narrative story) |
| Non-fiction/Topic texts | Information books on Ancient Egypt A World of Cities - James Brown (geog) | Information books on The River Nile The Rhythm Of The Rain by Grahame Baker Smith (states of matter Science) Once Upon a Raindrop by James Carter | Viking Life – Invasion & Settlement by Nicola Barber Saxon Tales by Terry Deary Viking Longship – Mick Manning & Brita Granstrom | Brick who found herself in Architecture by Joshua David Stein (DT) Viking Voyagers – Jack Tite (Viking mythology) Black and British – David Olusoga | Building Boy by Ross Montgomery & David Litchfield (DT) | The Big Book of the UK by Imogen Russell Williams Viking Voyagers by Jack Tite Viking Longships by Mick Manning |
| Poetry | The River by Valerie Bloom A River’s Journey – Angela Yardy | There’s a crocodile in the house – book of poems by Paul Cookson The Works KS2 – Pie Corbett | Refugees by Brian Bilston Classic Poems to Read Aloud – James Berry | The Same Inside – poems about empathy and friendship by Liz Brownlee Beowulf Epic Poem | Daydreams and Jellybeans – poems by Alex Wharton & Katy Riddell | 101 Poems for Children – Carol Ann Duffy |
| Fluency & Phrasing 140 wpm | recite whole poems with growing awareness of the listener; | sight-read a wide range of exception words (Y3-4 list and similar); | with support, notice where commas create phrasing within sentences; | Read with expression, using the punctuation to support meaning, including multi-clause sentences; | Children learn to: read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words | As decoding becomes more secure, become independent, fluent and enthusiastic readers. |
| Literal understanding & retrieval | Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity | Children can skim a whole text first to select which paragraph or section of text an answer may be located in | | they work with texts of increasing length, to retrieve information across the whole text as well as at a local level; | they then scan the paragraph or section to retrieve the information they need, | they then scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary. |
| Inferential reading skills | With growing confidence, gathering | draw inferences such as inferring characters’ feelings, | justify their inferences with textual evidence, as a familiar exercise; | predict what might happen from implied details. | In support of inference skills, children use | they discuss and explain words and |

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| | experience from texts, children learn to - identify themes across the text; | thoughts and motives for their actions; | | | dictionaries with growing independence, to define new vocabulary; | phrases to explore meanings in context. |
| Response to text | With <i>growing confidence</i> , and <i>gathering experience from a wider range of texts</i> , children build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books; they listen to others; | With <i>growing confidence</i> , and <i>gathering experience from a wider range of texts</i> , children build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books; they listen to others; | <i>with increasing awareness of authorial choice</i> , discuss words and phrases which capture their interest; | develop their familiarity with texts including myths and legends; retell some of these orally; | | identify how language, <i>paragraph structure</i> and <i>layout</i> contribute to meaning. |
| Word reading De-coding >2000 words | As for Y3, children apply their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet. | | | They read a wide range of exception words (Y3-4 list and similar). | | As decoding becomes more secure, children should become independent, fluent and enthusiastic readers. |