

i-read objectives

Year 4



Fiction

Term 1 Historical stories

Unit objectives: to develop effective strategies for interpreting historical stories, focusing on character, setting and narrative structure; to draw on features of character, setting and narrative structure to plan and write own historical story.

- 1: investigate and interpret story world and historical period.
- 2: identify the characteristics of the main characters using the text to justify views.
- 3: interpret characters' situations and motivations and relate these to personal experience.
- 4: gather information about setting from details.
- 5: appreciate how authors sometimes reveal events gradually and withhold key information.
- 6: identify language use that signals a particular historical period and social group.
- 7: identify and explore the chronology in narrative.
- 8: identify the usual stages of narratives (narrative order).
- 9: respond to the closing events of the story.
- 10: respond to the whole text and begin to plan own story.

Term 2 Sci-fi / Fantasy

Unit objectives: to investigate key features of fantasy stories, focusing on the creation of imaginary worlds and the use of language to create particular effects; to draw on features of the fantasy genre, including setting, characterisation and language, to plan and write own story.

- 1: respond to the story opening and situation, relating it to other experiences of fantasy writing.
- 2: make deductions about the main character.
- 3: identify generic character features.
- 4: identify features of setting and relate them to genre.
- 5: identify examples of effective description.
- 6: identify key language features and their purpose.
- 7: explore techniques for building up tension.
- 8: identify key plot features of the fantasy genre.
- 9: respond to the whole story and to generic features.
- 10: identify fantasy story features and to plan own story.

Term 3 Stories from other cultures

Unit objectives: to develop effective strategies for interpreting stories focusing on character, setting, story style and structure.

- 1: develop personal response to the text.
- 2: use evidence from the text to find out about character.
- 3: examine the importance of the story setting and understand how it is created; to understand why the setting gives clues to the cultural origin of the story.
- 4: order events chronologically; to develop speaking skills by telling part of a story using the voice effectively.
- 5: understand how the author uses language and punctuation effectively and how this affects the reader.

6: use knowledge of character to make informed predictions.

7: deepen understanding and appreciation of the story.

8: understand the basic plot structure; to understand how chapters are used to collect, order and build up ideas.

9: write a response to the whole text.

10: make links with other stories and explore themes; to tell stories using the voice effectively; to plan a story.

Note: This lesson builds on the speaking and listening opportunities provided in sessions 4 and 8.

Non-fiction

Term 1 Newspapers

Unit objectives: to read and respond to different kinds of articles and stories which appear in newspapers; to gain an understanding of the layout and writing style used in newspapers.

- 1: look at the purpose of a news story.
- 2: investigate an article which gives two sides of a story; to use the information in the article to speak in role.
- 3: identify the language of a robbery story; to discuss why visual elements have been included and how they help the reader.
- 4: investigate the structure and layout of a newspaper story.
- 5: revise the different types of headlines; to write some headlines.
- 6: revise the purpose of a newspaper article (to report the facts); to spot where the reporter is giving an opinion.
- 7: investigate the excitable language and clichés associated with sports reporting.
- 8: understand the language of a review; to match reader statements to the potential appeal of the work being reviewed; to make a personal response.
- 9: understand the structure of an article based on an interview; to conduct an interview.
- 10: review the kinds of articles in newspapers; to plan an article based on an event.

Term 2 Explanations

Unit objectives: to develop effective strategies for understanding explanatory texts, focusing on the structure, purpose and language effects used; to imitate and write own version.

- 1: develop initial response, and identify the purpose of a text and the specific audience.
- 2: identify language features used to organise the text and to explain.
- 3: interpret the visual impact of a text.
- 4: identify the structure of an explanatory text.
- 5: prepare for writing an explanatory text.
- 6: develop initial response, and identify the purpose of a text and the specific audience.
- 7: identify language features used to organise the text and to explain.

i-read objectives

Year 4



- 8: interpret the visual impact of a text.
- 9: identify the structure of an explanatory text.
- 10: prepare for writing an explanatory text.

Term 3 Persuasive writing

Unit objectives: to respond to persuasive texts in different styles; to read persuasive texts and focus on purpose and audience, language features, visual elements and structure and organisation; to prepare to write a persuasive text.

- 1: respond to the text by recognising the purpose of the writing and identifying the arguments.
- 2: investigate the language features of persuasive writing by focusing on alliteration, repetition and connectives.
- 3: name the visual elements of a text and discuss how they can strengthen its overall impact and serve its purpose.
- 4: investigate how persuasive arguments are organised.
- 5: plan a piece of persuasive writing about a favourite sport (or game or a favourite pet) by creating a toolkit for writing from reading.
- 6: plan a piece of persuasive writing about a favourite sport (or game or a favourite pet) by creating a toolkit for writing from reading.
- 7: identify language features in an advert and understand why they have been included.
- 8: look at visual elements in advertising and the writing of captions.
- 9: investigate the structure of a persuasive letter by annotating the function of each paragraph and recognising the connectives which link the text.
- 10: revise different methods of advertising and to begin to plan a campaign.

Poetry

Term 1 Poems with a common theme

Unit objectives: to read poems on the same theme; to make personal responses and state preferences; to read poems aloud and think about performance.

- 1: make a response to a poem; to relate the feelings shown in poems to own experience or that of others.
- 2: investigate the form and structure of poems on the school theme; to read poems aloud to emphasise rhythm.
- 3: discuss the effective use of language in poems related to school; to draw pictures of the images in poems after close reading.
- 4: investigate the use of language and structure in poems with repeating patterns by sorting out verses and by choral speaking; to copy the patterns in a short verse.
- 5: review the poems read this week; to begin writing a class poem; to begin a class anthology.

Term 2 Poems from a different culture/time

Unit objectives: to read a variety of poems from different cultures and times; to make personal responses and state preferences; to read poems aloud and think about effective performance.

- 1: respond to a poem through discussion, labelling a picture and writing.
- 2: investigate the form and structure of free verse; to notice patterns and repetitions; to write some lines that follow the style and include repetition.
- 3: discuss the effective use of language in poems by matching pictures to images; to recognise similes and write some examples.
- 4: work with others to create a dramatic reading or role-play of a poem.
- 5: review the poems studied in the unit and to state personal preferences; to begin to write own poems.

Term 3 Poems in different forms

Unit objectives: to read a range of poems in different forms; to make personal responses and state preferences; to read poems aloud and think about effective performance.

- 1: investigate the forms of haiku and cinquain; to write own poems using these forms.
- 2: investigate poems which have rhyming couplets and choruses; to work as a group to perform a dramatic reading.
- 3: look at conversation poems and different methods of writing them; to imitate the style of one type.
- 4: investigate thin poems; to discuss the rhyme and the choice of vocabulary; to imitate the style by writing a few lines.
- 5: review the four different types of poems read this week, and to make a personal response.