Year 4 Spring 2 Reading Medium Term Plan

Lesson Structure

Starter (5 mins)

Provide a hook to engage children in the lesson

Introduce the reading skill (5 mins)

Clarify the WAL and the reading domain.

Read the text (10 mins)

During/after reading, check children's understanding of what they have read by using SPAT and/or asking a small number of quickfire retrieval questions.

Main Activity (15 mins)

Teacher models how to apply the reading skill and how to answer questions linked to the domain.

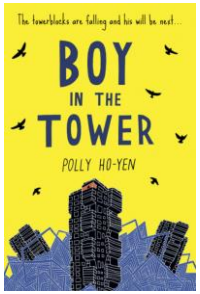
Children then apply the skill through an activity or by answering questions related to the skill.

Plenary (5 mins)

Assessment question for children to answer independently

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628816/2016_KS2_Englishreading_framework_PDFA_V3.pdf



Core Book: *The Boy in the Tower* by Polly Ho-Yen

Day	Text	Reading Domain and WAL	Suggested Activities and Questions
Week 1 - Fiction			
Monday	***The Boy in the Tower* by Polly Ho-Yen**	**2e: Prediction** WAL: to make predictions using the front cover	Display the front cover under the visualiser. Children to carefully look at the illustrations and describe what they can see in detail. Key questions: - *What do you think the story will be about?* - *What is happening to the tower blocks on the front cover?* - *Look at the text on the front above the title: what do you think this means?* Children complete blank story mountain (saved in Additional Resources) to show what they think might happen in the story.
Tuesday		**2d: Inference** WAL: to explain the mood of the opening pages	**Read Chapter 1.** Display the first sentence on the board: 'When you wish that a Saturday was actually a Monday, you know there is something seriously wrong.' Ask children: *What is meant by*

this? What does this tell us about the narrator's current thoughts about the weekend? What is the mood so far?

Read the rest of Chapter 1 and ask children to identify the mood (provide word bank of options, e.g. happy, sad, gloomy, mysterious, depressing, desperate…).

Children should be able to identify that it is a negative mood. Once they have decided what the mood is they need to highlight words and phrases in the text that contribute to this mood. Middle and higher attainers should annotate their chosen words and phrases to describe how these relate to the mood.

Example Annotations	
'At the spot of flaky paint and the stain that look like a wobbly circle, and at the swaying, wispy spider's web'	Creates an impression of a depressing setting – no one has taken care of the room
'cold, grey Mondays'	Depressing weather (pathetic fallacy)
'I would have to force my legs off the mattress'	Lack of motivation emphasises sense of gloom
'I'd dress in a daze, unwilling to believe it was time to be upright again'	
'terrible destruction'	Makes reader wonder what awful things have happened
'devastation'	Lots of negative words add to dismal mood

			'it's much easier to think about the Before things'	Capitalisation of 'Before' emphasises fact something awful has happened
Wednesday		**2b: Retrieval** WAL: to retrieve information about the characters and setting.	**Read pages 6 – 8.** Children to practice identifying the key word in the question (often a noun) and use this to scan the text for the answer. Key questions: - *What do we know about Michael's sister?* - *Why does Ade (the narrator) prefer walking to school by himself?* - *Why would it have been hard to walk along the wall to school that week?* - *Why were the teachers looking hurried and harassed?* - *How was Gaia able to understand the teachers from so far away?* - *What has to happen for Gaia to be able to understand what people are saying from far away?*	
Thursday		**2d: Inference** WAL: to make inferences about the relationship between two characters	**Read pages 9 – 11.** Children to understand that Gaia and Ade are best friends, using evidence from the text to infer that they have a very close relationship that goes back years. - *Does Ade think Gaia is a modest or boastful person? How do you know?* - *What do Ade and Gaia like about Gaia's lip reading?* - *How would you describe the relationship between Ade and Gaia? Provide evidence from the text in your answer (3 marks).*	

Week 2 – Non Fiction			
Monday	***The Extraordinary Life of Serena Williams* by Shelina Jammohamed** ***Marcus Rashford***	**2b: Retrieval** WAL: to answer retrieval questions where there are multiple answers	**Read *The Extraordinary Life of Serena Williams* pages 1 – 4.** Explain that this week we will be focusing on non-fiction texts about Serena Williams and Marcus Rashford. Like Ade in *The Boy in the Tower*, both faced poverty when they were growing up as children. Like Ade, they was resilient and have since gone on to achieve great things. - *What are some of the key things that Serena Williams has achieved in her life?* - *In what way did Serena Williams' early life make it difficult for her to learn how to play tennis?* - *How did Serena Williams learn to play tennis?* - *What barriers did Serena Williams face when she was growing up and learning to play tennis?* *What did Serena Williams achieve that no one has ever done before?*
Tuesday		**2d: Inference** WAL: to explain my response to what I have read	**Read *The Extraordinary Life of Serena Williams* pages 5 – 1.** Explain that today we will be discussing and explaining our own opinions in response to what we have read. Children to identify what they might find inspiring about Serena William's biography, using evidence from th text. Key questions: - *Do you agree with Serena's dad that 'hard work and having a strong character' are essential to succeed in life? Why/why not?* - *What do you find impressive about Serena's dad? Explain your answer using evidence from the text.* - *Considering the description of Serena as a child, what personality traits do you think she had that helped her become successful?*

			- *What inspires you about the life of Serena Williams?*
Wednesday		**2c: Summarise** WAL: to summarise the key information in each section	**Read *Marcus Rashford.*** Provide children with a copy of the text with subheadings blocked out (see Additional Resources folder). Children to decide what the key information in each paragraph is and use this to write their own subheadings (these could be rhetorical questions).
Thursday		**2b: Retrieval** WAL: to retrieve key dates	**Read *Marcus Rashford.*** Children create a timeline with dates to show the key events described in the biography (e.g. date of birth, joining Manchester United academy system, moving house, debut game for Manchester United…). They should annotate these with details of what happened.
Week 3 – Poetry			
Monday	***The City of my Birth* by Karl Nova** ***Winter Fall* by Karl Nova**	**2g: Language** WAL: to analyse the poet's choice of language	**Read *The City of my birth*.** Explain that this week we will be looking at poems by Karl Nova, an award winning Hip Hop artist, author and poet (encourage children to read his book *Rhythm and Poetry* from the book corner). Could include an interview clip of Karl speaking about poetry from https://clpe.org.uk/content/nova-karl-1. Today and tomorrow we are looking at two of his poems about London, linking with *The Boy in the Tower* which is set in an urban environment. <u>Key questions</u> - *Does this poem use rhyme? Why do you think that might be?* - *What technique is used in lines 3 and 4? What is the effect of this?*

			- *What is the purpose of the comma after 'delay'?* - *What does the last line tell us about how the poet feels about London?* - *Which lines create a sense of movement? How does this reflect the feeling of a city?* <u>Teacher Notes</u> - Poem has no rhyming scheme – this could be to create a sense of unpredictability, reflecting the feel of a city - Simile is used in lines 3 and 4 to compare thoughts to the river, emphasising the speed of his thoughts as the narrator looks around - Comma after 'delay' forces a pause and creates rhythm. Makes the word 'swiftly' stand out on its own.
Tuesday		**2g: Language** WAL: to analyse the effect of the poet's choice of language	**Read *Winter fall.*** Discuss what enjambment is (when a line of poetry carries the idea onto the next line without any punctuation). Ask children to identify examples of enjambment in the poem and discuss the effect (creates unusual rhythms, makes poem sound more conversational). - *Can you explain the double meaning behind the title of the poem?* - *What similarities can you spot between the style of this poem and The City of my birth?* - *Find a line that shows the narrator was enjoying the walk through the city at the beginning of the poem.* - *Which lines emphasise the busyness of the city?*

Wednesday		**2d: Inference** WAL: to identify the main messages in a poem	**Read *Peer pressure.*** Key questions: - *What do you notice that's different about this poem when comparing it to* Winter fall *and* The City of my birth? - *What does the narrator believe that peer pressure is all about? What is the main thing that people worry about?* - *What does Nova mean by 'You're not a robot programmed to follow without thinking'?* - *What is meant by 'other times you have to swim against the tide'*? - *What practical advice does the poet give for overcoming peer pressure?* - *What are your key takeaway points from the poem?* <u>Teacher Notes</u> - *Peer Pressure* uses structured rhyme scheme – unlike the other two poems from this week - Main thing that people worry about is feeling left out
Thursday		**WAL: to discuss our opinions and reactions to poetry**	Children choose their favourite poem out of the three from this week and write a summary of their thoughts using the following sentence stems: *My favourite poem of the week was…* *I chose this poem because I liked…* *My favourite line is… because…* *The mood of the poem is… I know this because…* HA children should also discuss the rhythm and rhyming schemes, as well as any poetic techniques (e.g. similies) that they can spot.