

Year 4 Reading Overview	Narrative	Non-chronological reports	Persuasion texts	Instructional/procedural texts	Non-fiction - Recounts	Discussion Texts	Non-fiction - Explanatory texts
	<p>Plan and tell own versions of stories. Compose sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure. Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary.</p> <p>Plan complete stories by identifying stages in the telling:</p>	<p>Analyse a number of report texts and note their function, form and typical language features, recognising that they are often written in the present tense. Compare with some examples of reports written in the past tense, as in a historical report, e.g. <i>Children as young as seven worked in factories, they were poorly fed and clothed and they did</i></p>	<p>Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. From examples of persuasive writing,</p>	<p>Read and follow increasingly complex instructions.</p> <p>Read and compare examples of instructional text, evaluating their effectiveness.</p> <p>Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys.</p> <p>Research a particular area e.g. playground games and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and</p>	<p>Explore and compare texts that recount the same event : evaluate and identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspectives</p>	<p>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced Through questioning and debate, continue to explore the expression</p>	<p>Interest the reader by addressing them directly or by relating the subject to their own experience at the end Read and analyse a range of explanatory text, investigating and noting features of impersonal style (and noting when a personal tone is used) Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain</p>

	<p>introduction - build-up - climax or conflict - resolution, Organise paragraphs around a theme. Include descriptive detail to evoke the setting and make it more vivid. Sequence events clearly and show how one event leads to another. Use details to build character descriptions and evoke a response. Enhance the effectiveness of what they write.</p> <p>Plan and write a longer story set using the structure: introduction, build-up, climax</p>	<p>dangerous work. Develop research and note-taking techniques. Use notes in spidergram. In reading, analyse comparative and non-comparative reports and note the difference e.g. reports that deal with a single topic, e.g. British birds and those that deal with two or more topics e.g. frogs and toads Write own comparative reports based on notes from several sources, helping the</p>	<p>investigate how style and vocabulary are used to convince the reader. Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words</p>	<p>listening and following theirs. Evaluate effectiveness of instructions.</p> <p>Independently write clear written instructions using correct register and devices to aid the reader.</p>		<p>of different views through discussion, role play and drama Give well-structured, and extended, justification for feelings and opinions</p>	<p>examples of all these forms of text or a combination of these forms Comment on, and justify views about, a range of explanatory texts Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do.</p>
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	<p>or conflict, resolution. Use paragraphs to organise and sequence the narrative and for more extended narrative structures; include details of the setting, using figurative and expressive language to evoke mood and atmosphere. Build on the range and variety of grammar, vocabulary and narrative structures.</p> <p>Work in role to 'interview' story characters. Use improvisation to explore alternative actions and outcomes to a</p>	<p>reader to understand what is being described by organising or categorising.</p>					
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	<p>particular issue. Explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. Write in role as a character from a story. Plan and write a longer story where the central character faces a problem that needs to be resolved. Use a clear story structure. Use different ways to introduce or connect paragraphs; develop settings using adjectives and figurative language to evoke time, place and mood. Include character</p>						
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	descriptions designed to provoke sympathy or dislike in the reader. Monitor whether their writing makes sense.						
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