

Year 4 Reading

Behaving and reflecting as a reader	Retrieval skills	Inferential skills	Purpose and organisation	Style and impact	Decoding	Authorial intent/context
<p>Children will continue to develop a love of reading through hearing, sharing and discussing a broader and deeper range of high quality fiction and non-fiction books. This will include:</p> <ul style="list-style-type: none"> • Participating in discussions about fiction, poetry, plays, non-fiction and reference/text books • Listening attentively to a longer and a wider range of texts • Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • Being willing to experiment with reading choices • Reading for a range of different purposes • Asking self-directed questions/ showing curiosity to deepen their understanding 	<p>Children will develop their ability to explain their understanding of increasingly complex texts that they have read and had read to them. This will include:</p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Retelling orally a wider range of familiar stories including fairy tales, myths and legends • Asking questions to improve their understanding of a text 	<p>Children will become increasingly confident in predicting events and making inferences and begin to explain their ideas. This will include:</p> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences 	<p>Children will be familiar with a wide range of different text types and their particular organisational conventions and will begin to understand links between presentation, structure and meaning. This will include:</p> <ul style="list-style-type: none"> • Showing increasing familiarity with the patterns and structures in a wide range of books, including fairy stories, myths and legends • Beginning to identify how structure and presentation 	<p>Children will become increasingly confident in identifying how language choices contribute to meaning and will continue to expand their vocabulary and awareness of grammatical structures and literary language. This will include:</p> <ul style="list-style-type: none"> • Using dictionaries to check the meaning of words they have read. • Extending their interest 	<p>Children will read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than decoding individual words. This will include:</p> <ul style="list-style-type: none"> • Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Reading further exception words, noting the unusual 	<p>Children will continue to develop awareness that writers have viewpoints and purposes and increasingly understand that texts have contexts that affect meaning. This could include:</p> <ul style="list-style-type: none"> • Identifying themes and conventions in a wide range of texts such as the triumph of good over evil or use of magical devices in fairy stories and folk tales • Showing awareness that writers have different purposes

<ul style="list-style-type: none"> •Preparing readings for performance and showing understanding through volume, tone, intonation and action. 	<ul style="list-style-type: none"> •Identifying main ideas drawn from more than one paragraph and summarising these •Retrieving and recording information from fiction and non-fiction •Using contents pages and indexes to locate information <p>This could include:</p> <ul style="list-style-type: none"> •Beginning to use some relevant textual reference/quotations to support views 	<p>with evidence</p>	<p>contribute to meaning</p> <ul style="list-style-type: none"> •Recognising the conventions of organisation, structure and presentation of the different forms they read •Recognising some different forms of poetry (e.g. free verse; narrative poetry) 	<p>in the meaning and origin of words</p> <ul style="list-style-type: none"> •Discussing words and phrases that capture the reader's interest and imagination •Identifying how language, structure, and presentation contribute to meaning 	<p>correspondences between spelling and sound, and where these occur in the word.</p>	<p>This could include:</p> <ul style="list-style-type: none"> •Commenting on the effect that the reader's or writer's context has on the meaning of texts •Commenting on the writer's viewpoint •Identifying the main purpose •Commenting on the effect on the reader
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Statutory terminology for pupils: Y3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') **Y4:** determiner, pronoun, possessive pronoun, adverbial