

Key Learning in Reading: Year 4

| Word Reading | Comprehension |
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| <p>As above and:</p> <ul style="list-style-type: none"> ▪ Read books at an age appropriate interest level. ▪ Use knowledge of root words to understand meanings of words. ▪ Use prefixes to understand meanings e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. ▪ Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>. ▪ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below). | <p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▪ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i> fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i> ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. ▪ Learn a range of poems by heart and rehearse for performance. ▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. ▪ Orally retell a range of stories, including less familiar fairy stories, myths and legends. <p>Understanding the text</p> <ul style="list-style-type: none"> ▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i> metaphors, similes.</i> ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Use dictionaries to check meanings of words in the texts that they read. ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▪ Make predictions based on information stated and implied. ▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. ▪ Justify responses to the text using the PE prompt (Point + Evidence). ▪ Identify, analyse and discuss themes e.g. <i> safe and dangerous, just and unjust, origins of the earth, its people and animals.</i> ▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. ▪ Identify main ideas drawn from more than one paragraph and summarise these e.g. <i> character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i> ▪ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. ▪ Recognise and analyse different forms of poetry e.g. <i> haiku, limericks, kennings.</i> <p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> ▪ Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▪ Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. ▪ Record information from a range of non-fiction texts. ▪ Scan for dates, numbers and names. ▪ Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i> text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> ▪ Explain how paragraphs are used to order or build up ideas, and how they are linked. <p>Participating in discussion</p> <ul style="list-style-type: none"> ▪ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. ▪ Develop, agree on and evaluate rules for effective discussion. ▪ Make and respond to contributions in a variety of group situations e.g. <i> whole class, independent reading groups, book circles.</i> |