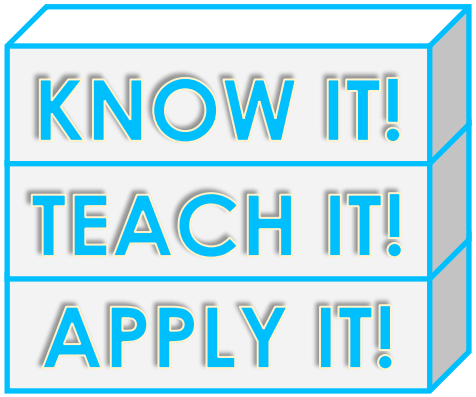
Year 4

Reading Curriculum



YEAR 3/4 KNOW IT!

New Learning | Prior Learning

PREFIXES

dis/in/im	not
mis	wrongly/badly
re	again/back
sub	under
inter	between/among
super	above/over/greater
anti	against
auto	self
trans	across/beyond/through

SUFFIXES

ion	the act of or condition of
ous	full of, the nature of
al	like/having the quality of
ful	**to be full of**
ment	**the act of/state of**

ROOTS/ROOT WORDS

cent	one hundred
favour	to show liking something
port	to carry
know	to be sure/understand
possess	to own
vary	to change

LINKS TO Y3/4 WORD LIST

Natural	Famous	Position	Disappear	Bicycle
al - having the quality of nature - not made by man **natural** - having the quality of not being	fame - known ous - the nature of **famous** - the nature of being known by many.	posit - to place ion - act of **position** - the act of placing something somewhere.	dis - not appear - to come into sight. **disappear** - not to be in sight.	bi - two cycle - a sequence that follows on. **bicycle** - a vehicle with 2 wheels where one follows

New Learning | Prior Learning

TEACH IT

YEAR 4

DECODING & WORD RECOGNITION

Children should be taught to:

- be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary;
- **read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word;**
- **apply their growing knowledge of root words, prefixes and suffixes to read aloud.**

GRAMMAR, STRUCTURE & LAYOUT

Children should be taught to deepen their understanding of texts they read independently through:

- **identifying how language, structure and presentation contribute to meaning;**
- **reading books that are structured in different ways.**

GRAMMATICAL FEATURES

- Explain how tense relates to text and structure.
- Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader.

For example, varying verb tense:

  - use of progressive tense to build tension in a suspense story
  - use of perfect tense to achieve a more formal tone
  - use of present tense in non-narrative to ensure the text remains relevant.

- **Recognise plurals and collective nouns, as well as pronouns and their purpose.**

COMPREHENSION

Children should be taught to deepen their understanding of texts they read independently through:

- **checking that the text makes sense to them and discussing their understanding;**
- **asking questions to improve their understanding of the text;**
- **identifying themes and conventions in a wide range of books.**

RETRIEVAL

- Consolidate and secure skimming and scanning skills to look through the text and locate key words/dates/facts/information/ sections.
- Sequence increasing amount of text e.g. across several pages or a chapter.
- Recognise fact from opinion.

SUMMARISING

- Summarising the main events or significant ideas from individual paragraphs both orally and in note-form.
- **Discuss key parts of factual processes linked to learning in other subjects.**

INFERENCE

- Answer questions related to cause and effect.
- Make increasing use of evidence in the text
- **Make more detailed prediction about what might happen from details stated and implied.**
- **Explain characters possible feelings, thoughts and motives from their actions.**

Children should be given opportunity to apply inference skills through:

- **giving reasons, explaining how they know , why they think, or what it shows and predicting future events.**

VOCABULARY

Children should be taught to deepen their understanding of texts they read independently through:

- identify and discuss how an author's use of language affects a reader;
- identifying different types of language within a text e.g. subject-specific vocabulary, archaic language, vernacular language etc.;
- **explaining the meaning of words in context;**
- **expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet;**
- **discussing words and phrases that capture the reader's interest and imagination.**

EXPLORE, TEACH, PRACTISE

Children should be taught to expand their knowledge of words through:

- **exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;**
- **looking at words associated with others;**
- **generating word lists linked to stories, topics, synonyms, etc.;**
- **being explicitly taught the meaning and correct pronunciation of new words.**

For example,

  - **seeing how it is used in context**
  - **finding clues within the word to define word meaning.**
  - **finding clues within the context to infer the word meaning**
  - **making connections with word class**
  - **discussing examples seen or heard before**
  - **using dictionary skills in order to check the meaning.**

New Learning | Prior Learning

Year 4: Progression in Core Reading Skills

YEAR 4

Broader Curriculum Objectives

Fluency & Intonation

- Read further exception words.
- Apply their growing knowledge of root words, prefixes and suffixes when reading aloud.
- Decode most new words outside their spoken vocabulary.
- Prepare play scripts and poems to read aloud, showing understanding through intonation, tone, volume and action.

Response to Text

- Develop positive attitudes to reading and understand what they read.
- Listen to and discuss a wide range of texts.
- Identify themes and conventions in a wide range of texts.
- Discuss words and phrases, which capture interest.
- Increase familiarity with a wide range of books.
- Identify how language, structure and presentation contribute to meaning

PRIOR LEARNING YEAR 3

- Recite poems and songs by heart in groups and alone to build confidence and fluency.
- Revisit the extended code at polysyllabic level reading unfamiliar words by saying sounds to read syllables and saying syllables to read words.
- Read Y2 and some Y3/4 exception words with automaticity.
- Develop reading practice so that word recognition becomes more automatic, rapid and effortless.
- Read age-appropriate texts accurately and at a speed which supports understanding.
- Read new words, beyond spoken vocabulary, making a good attempt at pronunciation.
- Read a loud, speaking audibly and with growing fluency.
- Pause appropriately within and at the ends of sentences.
- Divide texts into meaningful chunks in order to read with expression.
- Use punctuation cues and some intonation and expression.
- Gradually internalise the reading process to begin to read silently.

PRIOR LEARNING YEAR 3

- Identify and discuss words that capture their ow n interest or imagination.
- Discuss the features of a wide range of fiction, poetry, plays and non-fiction and reference books and begin to develop text type preferences.
- Recognise and discuss authorial choices and the purpose of these.
- Recognise that texts can present different points of view.
- Develop awareness of the difference between fact and opinion.
- Discuss the visual and organisational effects of a text and evaluate the extent to which it supports and engages the reader.
- Identify and discuss how authors represent the same idea differently by comparing and contrasting texts based on the same topic.
- Recognise and discuss how synonyms are used to enhance a text e.g. transport, carry, transfer etc
- Discuss and identify the meaning of new words using substitution within a sentence.

- Recite whole poems with growing awareness of the listener.
- Sight read automatically a wide range of exception words.
- Read most words within age-appropriate texts, accurately and with speedy recognition.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read a range of age-appropriate texts independently and with ease.
- Develop stamina as a reader, reading for longer periods of time and coping with more demanding texts.
- Read aloud a familiar text at a flowing pace, pausing to attend to more complex punctuation, including where commas create phrasing within sentences.
- Use punctuation to support meaning including, multi-clause sentences.
- Use effective intonation, stress and expression that indicate comprehension.
- Show awareness of when to change emphasis and tone.
- Read both silently and aloud to others.

- Develop confidence and gather experience from a wider range of texts through listening, reading and discussing, in order to build positives attitudes towards reading.
- Identify and discuss how language, paragraph structure and layout contribute to meaning.
- Discuss and identify authors' perspective.
- Evaluate the accuracy of texts on the same topic or texts that present differing points of view or information.
- Discuss why words have been chosen and the effect these have on the reader.
- Discuss how the use of antonyms, synonyms and common idiomatic language enhances meaning and interest within texts.
- Recognise the presentation of fact and opinion within texts and discuss the effect this has on the reader.
- Discuss the term bias and develop awareness of when author's may present a bias view or information.

New Learning | Prior Learning

Year 4: Progression in Core Reading Skills

YEAR 4

Broader Curriculum Objectives

Literal Understanding and Retrieval

- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of the text.0000
- Retrieve and record information from fiction and non-fiction.
- Identify main ideas drawn from more than one paragraph and summarise these.

Inference

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.
- To support their inference skills, use dictionaries to check the meaning of new vocabulary and talk about what new words mean in context.

PRIOR LEARNING YEAR 3

- Retrieve facts and information where question words and text language vary.
- Use skimming across a whole text to find which section or paragraph an answer is in.
- Scan for alternative words or phrases that are close in meaning in order to retrieve answers that are 'hidden' in the vocabulary used.
- Check their accuracy when answering retrieval questions by reading around the words or phrases that they find.
- Locate the exact quotation with a text that evidences an answer.
- Locate and discuss words or phrases that they find interesting.
- Identify and summarise main ideas from shorter texts or extracts.
- Ask further questions to check and understanding.
- Make simple notes from one source.
- Take information from diagrams, flow charts and forms where it is presented graphically.
- Express and record their understanding of information orally, using simple graphics or in writing.

PRIOR LEARNING YEAR 3

- Begin to identify themes across a text e.g. good over evil in the Ice Palace.
- Draw inferences such as character's feelings, thoughts and motives from their stated actions e.g. **Q:** Why Ivan continued on his journey despite all the dangers.
- Justify inferences by making a specific point from the text.
- Begin to consider the effect of different word choices within a text and what they might suggest e.g. **Q:** Re-read the sentence, *'there came a sound that felt like an icicle in his heart'* what does this suggest about Ivan's feelings at this point?
- Identify specific words and phrases within a text that show how a character is feeling or why they might have acted in a particular way e.g. **Q:** Find and copy two words that show us that the villagers were angry.
- Predict based on evidence gained from the text.
- Use prior knowledge and own experiences as the basis for some predictions.
- Use details from the text to form further predictions.

- Retrieve information from texts of increasing length.
- Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.
- Skim a whole text to select which paragraph/section is most likely to contain the answer.
- Scan the paragraph/section to retrieve the information needed.
- Find and copy specific words or phrases from a text to answer retrieval questions accurately.
- Use the text to support answers including finding relevant quotes.
- Identify and summarise the main ideas drawn from whole paragraphs, chapters or texts.
- Ask questions to develop understanding.
- Take information from diagrams, flow charts and forms where it is presented graphically
- Identify key information from within a text; make notes using organisational devices, in order to carry out research linked to the wider curriculum.

- Identify themes within a text, as well as across different texts read e.g. Can you think of another text with a similar theme? How do their plots differ?
- Ask and answer questions to infer a character's feelings, thoughts or motives from their stated actions e.g. **Q:**How did the crowd feel about the girl's behaviour? How do you know that they found it annoying?
- Begin to consider the possible meaning of words, phrases and sentences within a text e.g. **Q:** *Mr Bunn wondered if there might be more to life than his beloved bakery.* What does this tell us? (Multiple choice options can scaffold learning at this point).
- Identify words and phrases within longer paragraphs that show similar meaning or effect e.g. **Q:** Copy one phrase within the paragraph that shows that the zoo is open all year round-*our gates are never closed.* **Q:** Find and copy two words that give the effect that the garden was magical.
- Use detail from the text, as well as relevant prior knowledge, to form predictions and justify them.
- Evaluate the accuracy/relevance or predictions based on what is read next.

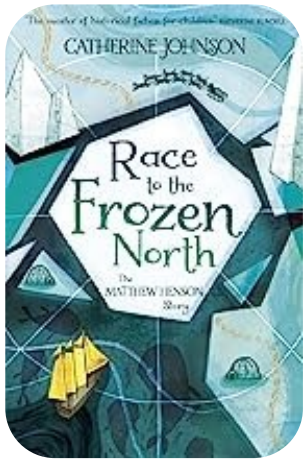
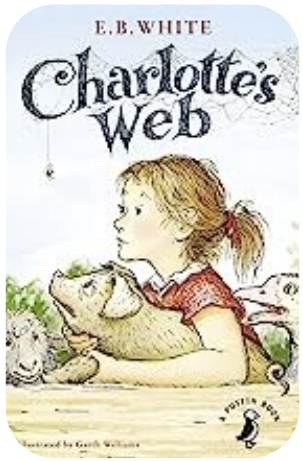
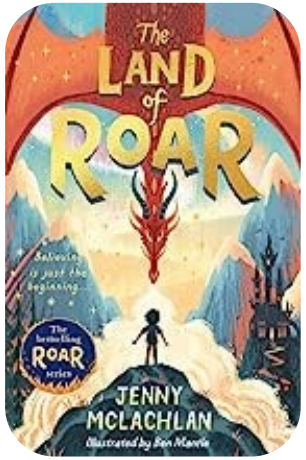
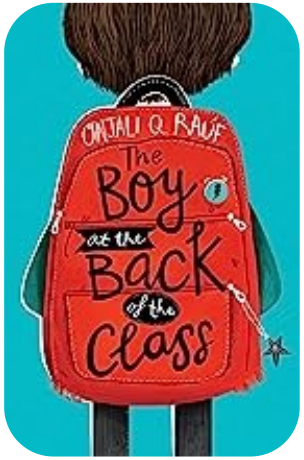
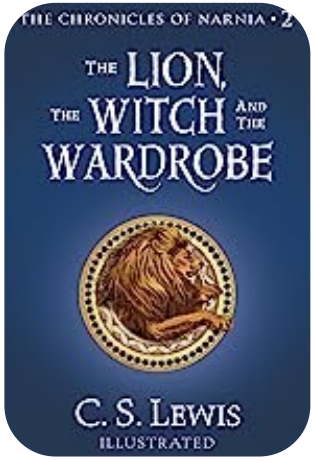
New Learning | Prior Learning

APPLY IT

YEAR 4

During Year 4, teaching should be directed towards developing the breadth and depth of pupils' reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
Children should use their reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
• further develop knowledge and skills in reading non-fiction about a wide range of subjects; • retrieve and record information from non-fiction; • begin to take simple notes from what they have read; • locate information effectively in non-fiction using contents and indexes; • **read for a range of purposes;** • **read books that are structured in different ways;** • **develop their knowledge of different text types and their purpose, in order to support their writing.**	• developing an understanding and enjoyment of stories, poetry, plays and non-fiction, reading them silently; • **listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference and text books;** • **listening to whole books by authors they may not choose themselves;** • **exercising choice in selecting books and being taught how to do so;** • **increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.** • **Recognising some different forms of poetry.**	• **confidently attempt reading aloud in different contexts;** • **hear and understand how commas are used to give reading more meaning;** • **use appropriate voices for characters and adopt a story-telling voice when needed;** • **identify how apostrophes are used to show possession in reading;** • **prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;** • **participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.**

CLASS READS

YEAR 4