

## Key Learning in Reading: Year 4

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