



**Reading**

**Year 4**

## Year 4 – Reading

Where statements refer to reading texts, these should be an appropriate difficulty for Year 4

<u>R</u>	<u>Assessed</u>	<u>Examples</u>
	<b><u>Word Reading</u></b>	
1	Apply knowledge of root words, prefixes and suffixes (etymology and morphology) when reading	Root words: <b>viewing</b> <b>viewer viewpoint</b> Prefixes: un-, mis-, de- Suffixes: -ing, -ly, -able
2	Read further exception words as appropriate for stage 4 noting parts of the word that are not decodable	Pretty, beautiful, improve, busy, people
	<b><u>Comprehension</u></b>	
3	Listen to, enjoy and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	
4	Read and choose books that are structured in different ways, reading for a range of purposes	
5	Use dictionaries to check the meaning of words that they have read	
6	Increase familiarity with a wider range of books including fairy stories, myths and legends and orally retell some of these	
7	Identify themes and conventions in a wide range of books	
8	Prepare poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action	
9	Discuss and collect words and phrases that capture the reader's interest and imagination	
10	Recognise some different forms of poetry	Free verse Narrative poetry
11	Check that the text makes sense, talk about what they have read and explain the meaning of words in context	
12	Ask questions to improve understanding of a text	
13	Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justify with evidence from the text	
14	Predict what might happen from details stated and implied	
15	Identify overall theme and main ideas from more than one paragraph and summarise these ideas	

16	Identify how language, organisation, structure and presentation contribute to meaning	
17	Retrieve and record information from non-fiction texts	
18	Join in talking about books and poems that have been read to them and that they have read, taking turns and listening to others	

### Suggested questions for reading sessions with Year 3 or 4 pupils

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| <ul style="list-style-type: none"> <li>• Were you surprised by the ending? Is it what you expected? Why?</li> <li>• What is the main event of the story? Why do you think this is?</li> <li>• How has the text been organised?</li> <li>• Why do you think the authors use short sentences?</li> <li>• How did you think it would end/should end?</li> <li>• Has the author used an unusual layout in the text? If so, describe it and say why you think they did this.</li> <li>• Has the author used a variety of sentence structures?</li> <li>• Has the author put certain words in bold or italics? Why have they done this?</li> <li>• Why did the author choose this title?</li> <li>• Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text?</li> <li>• Can you find some examples of effective description? What makes them effective?</li> <li>• Which part of the story best describes the setting?</li> <li>• Can you find examples of powerful adjectives? What do they tell you about the character or setting?</li> <li>• Can you find examples of powerful verbs? What do they tell you about the character, their actions or the setting?</li> </ul> | <ul style="list-style-type: none"> <li>• Can you find an example of a page you think has an interesting layout? Why did you choose it?</li> <li>• Why have some of the words been written in italics?</li> <li>• What are the subheadings for?</li> <li>• Why have some of the words been written in bold?</li> <li>• How does the layout help the reader?</li> <li>• What is the purpose of the pictures?</li> <li>• Can you find examples of words which tell you the order of something?</li> <li>• What kind of text is this? How do you know?</li> <li>• Why does this book contain technical vocabulary?</li> <li>• Find an example of a technical word. Read the sentence it is in. What do you think it means based on how it's used in the sentence?</li> <li>• Are there any examples of persuasive language?</li> <li>• Why do we need a glossary in a text?</li> </ul> |
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