| **Year 4 READING** | | | |
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| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Applying Phonics** | * I know that phonics is one strategy to read unfamiliar words. * I use knowledge of root words to help me read unfamiliar words. * I use root words to help me understand the meaning of unfamiliar words. * I use knowledge of learned prefixes and suffixes to help me read unfamiliar words. * I use prefixes and suffixes to help me understand the meaning of unfamiliar words. | * I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words. * I know that many words may have a similar pronunciation but may be written differently. * I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. * I know that unfamiliar words can be read by using knowledge of known similar words (analogy). * I use analogy drawing on the pronunciation of similar known words to read others | * I read further exception words. |
| **Reading for Pleasure** | * I know that there is a range of narrative stories. * I discuss the range of narrative stories introduced so far and consider differences and similarities. * I understand that these have different plot patterns. * I know that the plot develops in different ways according to the plot pattern. * I use a dictionary to check or find the meaning of new words. * I find similarities in the books I read. * I understand that writers open stories in different ways. | * I understand that a writer can use patterned language for effect and I can find examples in a text. * I identify words and language that show the setting of a book – historical, cultural or social. * I know that writers choose words and language to show atmosphere, mood or feelings and can find examples in a text. * I identify different openings in different books and I can compare different story openings. | * I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. * I can explain the effect of patterned language for effect. * I can explain how the writer has used words and language to show the setting of a book. * I am familiar with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. * I can explain how the words and language used shows atmosphere, mood or feelings. * I can explain why a writer has chosen specific words and language to create atmosphere, mood or feelings. * I record words and language from my reading to use in my own writing. * I can find similarities in the use of language and openings in books experienced. |
| **Reading for Pleasure - Poetry** | * I know that there are different forms of poetry. * I know that *words* and language in poems create effects. | * I recognise and name different types of poems which have been introduced to me. * I can explain the effect created by the poet’s choice of words and language. * I know that poems may have patterned language and can find examples. * I can explain the effect of patterned language in poems and why a poet might use it. * I understand that the meaning of poems can be enhanced through performance. | * I discuss how the meaning is enhanced through performance. * I identify that intonation, tone, volume and action can be used to enhance meaning. * I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. |
| **Reading for Pleasure – Non-Fiction** | * I choose a specific non-fiction book for a specific purpose. * I identify any words that are unfamiliar to me. * I use dictionaries to check or find the meaning of unfamiliar words. | * I know where to find the specific information needed in my book. * I know how to use a non-fiction book to find identified information. * I discuss the meaning of the unfamiliar words identified. |  |
| **Reading with understanding** | * I frequently empathise with a character. * I identify the main idea/s of a text. * I know that the main idea of a text can be summarised in a sentence. * I know that many books have themes. * I discuss the possible theme/s in books. * I identify a theme in a book. * I know that the organisation and layout of books vary according to the purpose of book. | * I can check understanding in any book or text read. * I actively seek the meaning of any words or language not understood. * I ask questions to ensure understanding of a text. * I can check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. * I understand that a writer wants the reader to respond in a certain way. * I can explain how the writer made sure of the reader’s response, using evidence from the text. * I can compare with others’ personal responses to a text. * I understand why a character acted or responded or felt in a certain way. * I make predictions based on the text and from knowledge from other books. * I identify the main idea in paragraphs in a text. * I summarise the main idea of a text in a sentence. * I can find evidence which shows what the theme is in a book. * I can explain why the evidence shows what the theme is. * I use the organisation and layout of a book to find specific information. * Irecord key words or information found | * I ask questions to deepen understanding of a text – between and beyond the lines. * I can find where the writer has written to make the reader respond in a certain way. * I can adapt my own response in the light of others’ responses. * I understand why a writer wanted the character to respond in a certain way. * I infer meaning using evidence from events, description and dialogue. * I make connections with books with similar themes. * I skim to find specific information on a page or in a paragraph. * I can scan a page or paragraph to find key words or information. |

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| **Working at a HIGHER STANDARD (Greater Depth) YEAR 4 READING** | | |
| **Phonics/ Words** | **Comprehension** | **Reading for Enjoyment** |
| * I skim, scan and organise non-fiction information under different headings. * When reading aloud, I show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace to entertain and maintain interest. | * I locate and use information from a range of sources, both fiction and non-fiction. * I appreciate that there can be bias in persuasive writing, including within articles and advertisements. * I use inference and deduction to work out the characteristics of different people from a story. * I refer to the text to support my predictions and opinions. | * I talk about why I prefer certain authors and get ‘immersed’ in reading their books. * I have established a preference for specific genre of texts and can explain why this is the case. |
| * I talk widely about different authors, giving some information about their backgrounds and the type of literature they produce. * I can compare fictional accounts in historical novels with the factual account. * I am confident of my ability to read between the lines as well as my ability to read beyond the lines. * I am confident enough to ask questions related to the text I am reading and to offer opinions about the way the story may begin to unfold. * I know that if I met the author of a book that I have read, I would have several questions to ask them. * I am regularly using ideas I picked up from my reading in my own writing. | | |