| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| * 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.
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