

# **Kelvin Grove Primary School**



Year 4 Reading Curriculum

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Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

### **Word Reading**

*(in age appropriate books)*

- Apply meanings of root words, prefixes and suffixes to read and understand the meaning of unfamiliar words
- Read most common exception words from the year 3/4 list

### **Comprehension**

*(of books they read and those that are read to them)*

*Clarifying words, questioning, summarising*

**Independently monitor their own understanding of a text and take steps to retrieve the meaning if comprehension has been lost by:**

*Re-reading phrases or clauses that are tricky to read aloud smoothly on first attempt so that fluency is improved.*

*Reading aloud unfamiliar words or challenging sections of text to ensure understanding through fluency.*

*Drawing on what they already know or on background information and vocabulary provided by the teacher to help them to understand a text.*

*Making connections (with experiences and other texts) in order to refine thoughts/responses.*

**Ask questions to explore meanings and explanations of the events/ideas in a text by:**

*Asking for help with unfamiliar pronunciations and meanings.*

*Using tentative language to speculate on possibilities raised by the text e.g. I wonder/maybe/could/should/do you think?*

*Posing 'what if' questions which might change the direction of a discussion.*

*Identifying elements of a text which they do not understand and asking questions about it.*

*Asking questions to clarify their understanding of what has been implied about main ideas, themes and events.*

**Explain the meaning of unfamiliar vocabulary in context by:**

*Identifying words and phrases which are unknown in a text, and adopt strategies to locate or infer the meaning e.g. re reading the surrounding sentences and/or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries and dictionaries.*

*Marking texts to identify vocabulary which they need to clarify.*

*Checking to see if their suggestions make sense within the context of what they are reading.*

*Linking meanings to known vocabulary.*

*Using dictionaries to check meaning of words that they have read.*

*Identifying and discussing unknown technical or subject specific vocabulary.*

**Retrieve and record information from fiction and non-fiction by:**

*Using skimming and scanning strategies to locate information quickly and accurately from more than one place in a text.*

*Identifying and discussing key sentences and words in texts which convey important information about characters, places, events, objects or ideas.*

*Making precise selections when retrieving information.*

*Preparing for and carrying out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.*

*Using features such as: contents, index, headings and links within a web page to navigate a text and find information.*

*Beginning to make decisions about which of the above features would be the most useful for retrieving the information required.*

*Recording information gained from reading in a variety of ways e.g. notes, mind maps, flow charts and tables.*

**Independently identify the main ideas in paragraphs and can summarise the main ideas by:**

*Recalling and sequencing main ideas/events from a text.*

*Identifying main ideas (gist) drawn from more than one paragraph.*

*Providing a summary of what has been read or found out for own and other's uses.*

**Draw inferences from the text which are sometimes supported by reference to the text by:**

*Empathising with different characters within a book considering actions and interactions with other characters.*

*Inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence.*

*Making deductions about the motives and feelings which lie behind a character's words.*

*Understanding how writers use figurative language and expressive language to hint at and suggesting ideas and information in order to capture interest e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions.*

*Recognising that characters might have different perspectives of the same event in a story.*

*Beginning to reason by justifying their ideas, sometimes referring to more than one place in a text.*

**Predict what might happen from details stated and from the information deduced, modify predictions as they read by:**

*Using skimming and scanning techniques to get an overall impression of information to read and deciding upon its purpose.*

*Predicting how characters might behave, considering motivation, events so far, settings and atmosphere.*

**Identify where a writer has used precise word choices for effect and explain impact upon the reader by:**

*Collecting words and phrases which capture reader's interest and imagination.*

*Discussing the way descriptive language and small details are used to create an impression for the reader.*

*Beginning to evaluate the use of particular words or phrases and their effect on the reader.*

*Discussing the meaning of figurative words and phrases (fiction and non-fiction).*

*Beginning to explore the effect of imagery sustained within a paragraph.*

*Exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning 'parted the crowd easily')*

*Beginning to discuss how the conventions of different types of writing are used to support the writer's aims e.g. language choice, organisation, features.*

*Considering language chosen by the author to influence reader's feelings.*

**Identify and discuss themes and conventions in a wide range of appropriate texts by:**

*Discussing how stories are put together and how events are related - beginning to look at more demanding non-linear texts e.g. subplots, flash backs.*

*Recognising that a text may have multiple themes.*

*Identifying social, moral or cultural issues or themes in stories e.g. the dilemma faced and dealt with by characters or the moral of the story.*

*Linking cause and effect in narratives.*

*Making comparisons within a book e.g. characters, settings, themes.*

*Identifying how language, structure and presentation contribute to overall meaning – features which make a text entertaining, informative or useful.*

*Understanding they may need to change their opinion as a result of listening to others in a discussion.*

*Beginning to make use of discursive techniques such as: defending views with evidence and making use of persuasive language.*