



READING: Implementation Overview Year 4

Comprehension		Reading Skills	
<p>Building on Previous Year and throughout Year 4 focus on:</p> <ul style="list-style-type: none">•Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks•Increase their familiarity with a wide range of stories and retelling (including myths and legends*) some of these orally with an appropriate use of story-book language•Read a wide range of books that are structured in different ways and read for a range of purposes•Confidently participate in discussion about both books that are read to them and those they read independently•Identify themes and conventions in an increasing range of books•Confidently retrieve and record information from non-fiction•Identify how language, structure and presentation contribute to meaning•Recognise a range of poetic forms [for example, free verse, narrative poetry]•Prepare poems play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action**•Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action•Predict what might happen from details stated and implied•Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text•Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying most inferences with evidence•Ask some questions to improve their understanding of the text•Identify main ideas drawn from more than two paragraphs and summarise these•Discuss many words and phrases that capture the reader’s interest and imagination•Begin to use more complex dictionaries to check the meaning of many unknown words that they have read <p>* Myths and legends appear in several, not all 3-week units</p> <p>**Three-week units contain either poems or play scripts</p>		<p>Building on Previous Year and throughout Year4 focus on:</p> <ul style="list-style-type: none">•Read texts, including those with few visual clues, increased independence and concentration•Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context•With increased independence develop views about what is read•Develop positive attitudes to reading and understanding of what is read•Read aloud using punctuation to aid expression and intonation•Self-correction, including re-reading and reading ahead•Skim to gain an overview of a text, e.g. topic, purpose•Skim to gain the gist of a text or the main idea in a chapter•Read short information texts independently with concentration•Identify how texts differ in purpose, structure and layout•Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount•Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts•Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre taught vocabulary, bold print, captions, bullet points•Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points•Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information•Look for specific information in texts using contents, indexes, glossaries, dictionaries•Re-reading sentences for clarity	
Word Reading*		Content Domains*	
<p>Building on Previous Year and throughout Year 4 focus on:</p> <ul style="list-style-type: none">•Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new wordsread further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word•Recognise and read most Year 3&4 Word List words with automaticity <p>*Practitioners must incorporate these in all reading instruction lessons</p>		<p>2a give / explain the meaning of words in context</p> <p>2b retrieve and record information / identify key details from fiction and non-fiction</p> <p>2c summarise main ideas from more than one paragraph</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p> <p>2e predict what might happen from details stated and implied</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p> <p>2h make comparisons within the text</p> <p><small>*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.</small></p>	
Reading Terminology for Pupils Across the Year			
<p>Building on Previous Year and throughout Year 4 focus on:</p> <p>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</p>			