

Year 4 READING

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> • I know that phonics is one strategy to read unfamiliar words. • I know when phonic strategies will help to read a word and when they will not. • 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. 	<ul style="list-style-type: none"> • 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 know that some of these are unusual. • 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 	
Reading for Pleasure	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I understand that a writer can use patterned language for effect. • I can find examples of patterned language for effect. • 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, 	<ul style="list-style-type: none"> • 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 can explain how the words and language used shows atmosphere, mood or feelings. • I can explain why a writer has

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	<p>different ways according to the plot pattern.</p> <ul style="list-style-type: none"> • 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. 	<p>mood or feelings.</p> <ul style="list-style-type: none"> • I can find words and language in my reading that writers have used to show atmosphere, mood or feelings. • I identify different openings in different books and I can compare different story openings. 	<p>chosen specific words and language to create atmosphere, mood or feelings.</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • I know that there are different forms of poetry. • I know that words and language in poems create effects. 	<ul style="list-style-type: none"> • 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. • I can find examples of patterned language in the poems I read. • 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 enjoy watching performances of poems. 	<ul style="list-style-type: none"> • 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 -	<ul style="list-style-type: none"> • I choose a specific non-fiction book for a specific purpose. 	<ul style="list-style-type: none"> • I know where to find the specific information needed in my book. 	

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Non-Fiction	<ul style="list-style-type: none"> • I identify any words that are unfamiliar to me. • I use dictionaries to check or find the meaning of unfamiliar words. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I understand that a reader needs to interact with a text to understand it fully. • 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 	<ul style="list-style-type: none"> • 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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		<p>text and from knowledge from other books.</p> <ul style="list-style-type: none"> • 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. • I record key words or information found 	

Working at a HIGHER STANDARD (Greater Depth)

YEAR 4 READING

Phonics/ Words

- 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.

Comprehension

- 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.

Reading for Enjoyment

- 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.