

Year 4 Reading Overview

Autumn	Spring	Summer
Poetry 2a - Word meaning 2b - Fact retrieval 2d - Inference 2c - Summarising 2e - Prediction	Poetry 2a - Word meaning 2b - Fact retrieval 2d - Inference 2c - Summarising 2e - Prediction Book journal (range of reading skills)	Poetry 2a - Word meaning 2b - Fact retrieval 2d - Inference 2g - Language choice Book journal (range of reading skills)

I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help me understand the meaning of new words.

I can read and decode further exception words accurately, including words that do not follow spelling patterns.

I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can show that I enjoy reading by reading lots of different types of books and for different reasons.

I can use a dictionary to check the meaning of words.

I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.

I can discuss words and phrases that excite me in the books that I read.

I can discuss different types of poetry e.g. free verse and narrative poetry.

I can check what I have read, and that I have understood it, by telling someone else what has happened.

I can ask questions about what I have read to help me understand a complicated text.

I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this.

I can predict what will happen in a text, using details I have already read to help me.

I can summarise what has happened in a text, using themes from paragraphs to help me.

I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning.

I can find and record information from non-fiction texts over a wide range of subjects.

I can join in a clear reasoned discussion about the books and poems that I have read, taking turns and listening to others.

Essential Skills for the Big Three

Word Meaning	Fact Retrieval	Inference
<ul style="list-style-type: none"> • Learn how to use a dictionary effectively to find meanings of words. • Children are taught to actively question the meanings of words in a context. • Continue to look at the structure of the word: root word, prefixes and suffixes - use words containing those prefixes and suffixes from Y4 curriculum. • Continue to develop use of glossaries and sentences within the text that explain the word meaning. • Make links between known word meanings and unfamiliar words. • Children are taught to choose closest meaning for a word from a list - 	<ul style="list-style-type: none"> • Revise the question stems and ensuring answers appropriately link to the question word (Who? Where? When? What? Why?) • Develop scanning and skimming techniques for short passages of text. • Use key words from the question to help support their scanning and skimming. • Children effectively use non-fiction texts to find facts and use them. • Determine what they know for certain about a character and be able to explain why they know this. • Develop use of features of non-fiction text (glossary, index, subheadings, captions, etc.) 	<ul style="list-style-type: none"> • Explicit teaching of what inference is, how it differs from retrieval, strategies for inference and why we need to infer. • Develop range of emotions children are aware of and when these might be felt/experienced. • Continue to develop the shades of meaning within these emotions. • Pupils can discuss and suggest how a character is feeling based on their actions or what they have said. • Learners begin to verbally use evidence from the picture/video/text to justify their inferences. • Make links between their own experiences, prior knowledge of a

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<p>make the list appropriate to the stage of the child.</p> <ul style="list-style-type: none">• Introduce using clues in the sentence(s) around the word for meaning. Could introduce using synonyms and antonyms (not statutory for pupils to know these terms yet) - again, make this stage-appropriate.	<ul style="list-style-type: none">• Introduce children to taking information from diagrams, flow charts, tables and other graphic representations.• Continue exposure to different formats of fact retrieval questions.	<p>topic and what is happening to the characters in a text.</p>
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