

Key Learning in Reading: Year 4

Word Reading	Comprehension
As above and: - Use knowledge of root words to understand meanings of words. - Use prefixes to understand meanings e.g. <i>sub-, inter-, anti-, auto-</i>. - Use suffixes to understand meanings e.g. <i>-ation, -ous, -tion, -sion, -ssion, -cian</i>. - Read and understand meaning of words on Y3/4 word list – see bottom. - Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Home projects	As above and: Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts</i>. - Regularly listening to whole novels read aloud by the teacher. - Analysing and evaluate texts looking at language, structure and presentation. - Analysing different forms of poetry e.g. <i>haiku, limericks, kennings</i>. - Reading books and texts for a range of purposes and responding in a variety of ways. - Analysing and comparing a range of plot structures. - Retelling a range of stories, including less familiar fairy stories, myths and legends. - Identifying, analysing and discussing themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals</i>. - Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>. - Learning a range of poems by heart and rehearsing for performance. - Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action. Discussing their understanding of the text - Explaining the meaning of key vocabulary within the context of the text. - Making predictions based on information stated and implied. - Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. - Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. - Identifying main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because... 1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text</i>. Retrieve and record information from non-fiction. - Analysing and evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. - Scanning for dates, numbers and names. - Explaining how paragraphs are used to order or build up ideas, and how they are linked. - Navigating texts to locate and retrieve information in print and on screen. Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. - Develop, agree on and evaluate rules for effective discussion. - Making and responding to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i>.