

Key Learning in Reading: Year Four

Word Recognition	Comprehension
<ul style="list-style-type: none"> • Use knowledge of root words to understand meanings of words • Use prefixes to understand meanings e.g. <i>sub-</i>, <i>inter-</i>, <i>anti-</i>, <i>-auto-</i> • Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-ous</i>, <i>-tion</i>, <i>-sion</i>, <i>-ssion</i>, <i>-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 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>advertisements</i>, <i>formal speeches</i>, <i>leaflets</i>, <i>magazines</i>, <i>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</i>, <i>limericks</i>, <i>kenings</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</i>, <i>just and unjust</i>, <i>origins of the earth</i>, <i>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</i>, <i>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 <p>Discussing their understanding of the text</p> <ul style="list-style-type: none"> • 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</i>, <i>Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text</i> <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> • Analysing and evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes</i>, <i>sub-headings</i>, <i>contents</i>, <i>bullet points</i>, <i>glossary</i>, <i>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 <p>Participate in discussion about what is read to them and books they have read independently, taking turns and</p>

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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. *whole class, independent reading groups, book circles*