

Reading Curriculum Y4 Expectations

By the end of **Lower KS2** the children should be able to:

- Draw **inferences** from reading.
- **Predict** from details stated and implied.
- Recall and summarise main ideas.
- Discuss **words and phrases that capture the imagination**.
- Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.
- Prepare poems and plays to read aloud with expression, volume, tone and intonation.
- Identify **recurring themes** and elements of different stories (e.g. good triumphing over evil).
- Recognise some different forms of poetry.
- **Explain and discuss understanding** of reading, maintaining focus on the topic.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify **how language, structure and presentation contribute to meaning**.
- **Ask questions** to improve understanding of a text.



Vocabulary Building Y4

Spoken Word

Words containing taught phonics and spelling rules

forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation, myth, gym, Egypt, pyramid, mystery, young, touch, double, trouble, country, dis-: disappoint, disagree, disobey, mis-: misbehave, mislead, misspell (mis + spell), in-: inactive, incorrect, illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible, re-: redo, refresh, return, reappear, redecorate, sub-: subdivide, subheading, submarine, submerge, inter-: interact, intercity, international, interrelated (inter + related), super-: supermarket, superman, superstar, anti-: antiseptic, anti-: clockwise, antisocial, auto-: autobiography, autograph, information, adoration, sensation, preparation, admiration, sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically, measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure, division, invasion, confusion, decision, collision, television, poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous, invention, injection, action, hesitation, completion, expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician, scheme, chorus, chemist, echo, character, chef, chalet, machine, brochure, league, tongue, antique, unique, science, scene, discipline, fascinate, crescent, vein, weigh, eight, neighbour, they, obey

Words containing the possessive apostrophe

girls', boys', babies', pupils', mens', mices'

Homophones and near homophones

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/ plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Key Objectives

- Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study.
- In years 3 pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Word Reading Y4

Y4 Below (Refer to Y3)

- At Year 3, pupils should be able to read books written at an age appropriate interest level.
- Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-,
- Use suffixes to understand meanings e.g. -ly, -ous.
- They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.
- They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.
- As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently
- Apply their growing knowledge of root words both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Y4 Expected

- Children should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently.
- They should be developing their knowledge and skills in reading nonfiction about a wide range of subjects.
- They should be learning to justify their views about what they have read increasingly independently by the end of year 4.
- Use knowledge of root words to understand the meanings of words.
- Use prefixes to understand meanings: in-, ir-, sub-, inter-, super-, anti-, auto-
- Use suffixes to understand meanings: -ation, -tion, -ssion, -cian, -sion.
- Read and understand the words from the Year 4 word list.

Y4 Greater Depth

- Use knowledge of root words to work out the meanings of unfamiliar words
- Apply knowledge of prefixes to understand the meaning of new words: dis-, re-, pre-, mis-, over-
- Use suffixes to understand meanings: -ant, -ance, -ence, -ent, -ency, -ible, -able, -ably.

Comprehension Y4

	Y4 Below (Refer to Y3)	Y4 Expected	Y4 Greater Depth
Range of Reading	<ul style="list-style-type: none"> listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or text books Know that reading books that are structured in different ways and reading for a range of purposes Regularly listen to whole novels read aloud by the teacher. Read a range of books for different reasons: enjoyment, research, explanation, skills development and reference. Read a range of non-fiction books: biography, persuasion, explanation, discussion and information. Recognise different forms of poetry. 	<ul style="list-style-type: none"> Learn a range of poems by heart and rehearse these ready for a performance. Prepare and read poems and play scripts to read aloud showing understanding through the correct tone, intonation, volume and action. Orally retell a range of stories including less familiar fairy stories, myths and legends. 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books Recommend books to their peers with reasons for their choices. Read books that are structured in different ways for a range of purposes
Familiarity with Texts	<ul style="list-style-type: none"> Record information from a range of non-fiction books Navigate texts on paper and on screen Quickly appraise a non-fiction text and evaluate its usefulness Prepare for research by identifying what is already known about the subject and key questions to structure the task. Orally retell a range of stories and less familiar fairy tales, fables and folk tales e.g. Grimm's Fairy Tales Prepare poems and play scripts to read aloud showing understanding of pace and tone, intonation, volume and action. <ul style="list-style-type: none"> Identify and discuss themes: good, evil, weak, strong, wise, foolish, mean, generous, rich and poor. Identify and discuss conventions: number 3 and 7 in Fairy Tales and magical sentences repeated. 	<ul style="list-style-type: none"> Analyse and evaluate texts looking at the language, structure and presentation and how these contribute to the meaning. Recognise and analyse different forms of poetry: haiku, limericks, kennings etc. Identify, analyse and discuss themes: e.g. safe and dangerous, just and unjust, origins of the earth, its animals and people. 	<ul style="list-style-type: none"> Explore themes within and across different texts. Express preferences for books or authors with which they are familiar Distinguish between fact and opinion within a text. Identify how language, structure and presentation contribute to meaning e.g.: formal letter, informal diary or persuasive speech.

Summarising	<ul style="list-style-type: none"> • Sequence, discuss and summarise the main events in stories. • Children are beginning to be able to discuss and identify the theme of several different books. • They can identify the most important point from one sentence and then one paragraph. • They are beginning to be able to use the features of a text, especially non-fiction, to identify the most important points and ideas. • Discuss the main idea in a paragraph 	<ul style="list-style-type: none"> • Children can discuss and identify the theme of several different books. • They can identify the most important points and main ideas from more than one paragraph. • They can use the features of a text, especially non-fiction, to identify the most important points and ideas. • They are beginning to understand the term summarise and beginning to use their ability to identify the main points/ideas to summarise text • Identify the main ideas from a paragraph and summarise these: the character is evil because (3 reasons), the castle is worth visiting because (reasons). 	<ul style="list-style-type: none"> • Children are beginning to be able to identify and talk about the themes across a range of different types of text including electronic texts. • They are developing their understanding and skill in summarising. • They are beginning to be able to choose details from a text that are useful in summarising the main points of one text or several texts. • Summarise the main ideas from more than one paragraph and identify key details to support this.
Monitoring Meaning	<ul style="list-style-type: none"> • Children are beginning to realise when a paragraph or a group of related material does not make sense to them. • They can use a variety of strategies to correct their reading and are beginning to adapt their pace of reading to allow for this. • They can explain the meaning of some words from their context. • Note punctuation when reading aloud • Use dictionaries to check the meaning of words they don't understand 	<ul style="list-style-type: none"> • Children realise when a paragraph or a group of related material does not make sense to them. • Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. • They can use a variety of strategies to correct their reading and can confidently adapt their pace of reading to allow for this. • They can explain the meaning of words from the word's context and also at times through their knowledge of prefixes and suffixes. • Scan for dates and numbers and names • Record information from a range of non-fiction texts. • Prepare for research by identifying what is already known about the subject and structure the next questions. • Navigate texts effectively: retrieving information from texts in print and on screen • Use dictionaries to check meanings of words in the texts that they read • Explain the meaning of key vocabulary within the context of the text. 	<ul style="list-style-type: none"> • Children are beginning to realise when a book or whole text does not make sense to them so that they can reread or change their reading pace. • Children can explain the meaning of words from the word's context and also through their knowledge of prefixes and suffixes. • Children can read aloud with fluency and appropriate pace through most of a text. • Explain the meaning of words within the context of the text • Use the punctuation to determine intonation and expression when reading aloud to a range of audiences

Understanding and Questioning	<ul style="list-style-type: none"> • Discuss their understanding of the text. • Children begin to recognise the difference between, questions they can ask where the answer will be in the text (Thin questions - Right Here) and questions where the answer is in the text but needs more thought and there may be more than one answer (Thick questions - Think and Search). • They can ask questions before, during and after reading. 	<ul style="list-style-type: none"> • Children can recognise the difference between, questions they can ask where the answer will be in the text (Thin questions - Right Here) and questions where the answer is in the text but needs more thought and possibly more than one answer (Thick questions - Think and Search). • They begin to ask deeper questions about a text or a character - answer not in the text. • Use punctuation to determine intonation and expression when reading aloud to audiences. 	<ul style="list-style-type: none"> • The children understand that there are questions they can ask where the answer will be in the text (Thin questions - Right Here) and questions where the answer is in the text but needs more thought and possibly more than one answer (Thick questions - Think and Search). • The children begin to ask questions about a longer text e.g. what the main idea is and identify some of the details that contribute to this. • The children can ask deeper questions about a text or a character using question stems.
Making Connections Inference	<ul style="list-style-type: none"> • Children can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Children can use their own experience and knowledge of other texts to show understanding. • They are beginning to use connections within the text to understand a character's feelings and thoughts. • They are beginning to be able to use words and pictures in the text as evidence for their inferences. • Justify responses using: point, then evidence from the text, approach. 	<ul style="list-style-type: none"> • Children can use their own experience, knowledge of other texts and the wider world to make inferences. • They are beginning to use what they read to infer a character's motives from what they say and do. • They are beginning to identify words and phrases as evidence for their inferences • Draw inferences around characters' thoughts and feelings, actions and motives and justify with evidence from the text using points then evidence. • Justify reasons and responses using: point then evidence from the text • Identify and discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors and similes. 	<ul style="list-style-type: none"> • Children are beginning to be able to decide which of their own experiences and knowledge are useful in understanding feelings, thoughts and motives and which are not. • Infer characters' feelings, thoughts and motives from their actions and justify their inferences with evidence • Children can infer a character's feelings, thoughts and motives from their actions. • Justify opinions and elaborate by referring to the text e.g. using point, evidence and explanation • They can identify the words and phrases that are useful as evidence for their inferences.

Prediction	<ul style="list-style-type: none"> • Children are beginning to be able to make predictions before and during reading independently in fiction. • They can explain their predictions using text and picture evidence. 	<ul style="list-style-type: none"> • Children can make predictions before and during reading independently fiction and non-fiction. • They can explain their predictions using text, picture and text feature evidence. • They are beginning to be able to confirm, reject or adjust their predictions during and after reading. 	<ul style="list-style-type: none"> • Children can make predictions in a range of texts using text, picture or text features using sentence prompts. • They are beginning to use prior knowledge to support their predictions. • They can discuss how predictions help them to understand the text.
Authorial Intent	<ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination • Children can identify how language, structure, and presentation contribute to meaning • Evaluate how specific information is organised in a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams 	<ul style="list-style-type: none"> • Explain how paragraphs are used to order and build up ideas. • Evaluate and analyse how specific information is organised within a non-fiction text to help the reader navigate the text using: bullet points, paragraphs, sub-headings, diagrams, glossary and contents page. • Explain how paragraphs are used to build up and link ideas. 	<ul style="list-style-type: none"> • Explain the effect on the reader of the authors' choice of language.
Visualising	<ul style="list-style-type: none"> • Children can draw their visualisation of a section of text and can identify and discuss the words/ phrases from the text that inspired it. • Children can begin to discuss feelings and thoughts of characters from their visualisations. 	<ul style="list-style-type: none"> • Children can discuss feelings and thoughts of characters from their visualisations. • Children can retrieve and record some information from non-fiction through visualisations for a specified purpose. 	<ul style="list-style-type: none"> • Children can discuss feelings, thoughts and motives of characters using their visualisations for evidence. • Children can retrieve and record information from non-fiction through visualisations for a specified purpose.
Discussing Reading	<ul style="list-style-type: none"> • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • Develop and agree the rules for an effective discussion • Take turns and listen to what others say. • Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles etc. 	<ul style="list-style-type: none"> • Participate in discussion about what is read to them and the books that they have read independently, taking it in turns to listen to what others say. • Develop, agree on and evaluate the rules for an effective discussion. • Make and respond to contributions in a variety of group situations. E.g. whole class, independent, book groups, reading circles. • Children can discuss words and phrases that capture their interest and imagination and explain which they are and why they think that, using evidence from the text 	<ul style="list-style-type: none"> • Participate in discussions about books that are read to them and those who can read for themselves, building on their own and others ideas and challenging views courteously • Explain and discuss their understanding of what they have read including through formal presentations and debates. • Prepare formal presentations individually or in groups. • Use notes to support presentation of information. • Respond to questions generated by a presentation

