

## Curriculum Design for Reading

### Year – 4

	<u>Skills</u>
Word Knowledge	<p>Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.</p> <p>Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.</p> <p>Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</p> <p>Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.</p> <p>Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.</p>
Comprehension	<p>Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.</p> <p>Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments.</p> <p>Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.</p>

Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.

Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.

Predict what might credibly happen from details stated and implied.

Explain the meaning of words in context; use dictionaries to check meanings.

Check the text makes sense, reading to the punctuation and habitually re-reading.

Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.

Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.

Retrieve and record information from non-fiction texts.

Discuss words and phrases that capture the reader's interest and imagination.

During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.

	Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons.