Year 4 Reading

- Be able to read age-appropriate texts with confidence and fluency.
- Draw inferences about character's feelings, thoughts and motives.
- Make plausible predictions and summaries.
- Comment upon a writer's choice of language and explain the effect of vocabulary on the reader.
- Make reasoned justifications for their views using the text to support their opinions.

Key concepts:

- Word Reading
- Comprehension Strands
  - Vocabulary
  - Inference
  - Prediction
  - Explain
  - Retrieve
  - Summarise
  - Poetry and performance

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit titles:					
As the Bomb Drops		The Romans		A Voyage of Discovery	

Domains of knowledge

Guided Reading Adolphus Tips by **Michael Morpurgo** **Whole Class PSHE** Oranges in No Man's Land by Elizabeth Laird **Poetry** Hey Diddle Diddle	**Guided Reading** History Hackers: Roman Rescue **Whole Class PSHE** Journey to the River Sea by Eva Ibbotson **Poetry** It Couldn't Be Done - Edgar A Guest	**Guided Reading** Secrets of a Sun-King by Emma Carroll **Whole Class PSHE** Max and the Millions by Ross Montgomery **Poetry** The Jaberwocky – Lewis Carroll

Progressive skills:

I can read further exception words, noting different pronunciations.
I can apply my knowledge of root words to read aloud and to understand the meaning of unfamiliar words.
I can apply my knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words
I can apply my knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words

Comprehension	Comprehension	Comprehension
I can use dictionaries to check the meaning of words that I have read. I can begin to identify and discuss the author's use of precise word choices to engage and capture the reader's interest and imagination. I can begin to identify how language, structure, and presentation contribute to meaning.	I can use dictionaries to check the meaning of words that I have read with increasing accuracy. I can identify and discuss the author's use of precise word choices to engage and capture the reader's interest and imagination. I can identify how language, structure, and presentation contribute to meaning.	I can use dictionaries to check the meaning of words that I have read with accuracy. I can confidently identify and discuss the author's use of precise word choices to engage and capture the reader's interest and imagination. I can identify how language, structure, and presentation contribute to meaning with confidence.

I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences.	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with some evidence.	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with appropriate evidence.
I can predict what might happen.	I can predict what might happen by beginning to use details stated.	I can predict what might happen from details stated and implied.
I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	I can listen to and discuss with increased confidence, a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	I can listen to and discuss with confidence, a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can recognise some different forms of poetry.	I can recognise some different forms of poetry [for example, free verse, and narrative poetry].	I can confidently recognise some different forms of poetry [for example, free verse, and narrative poetry].
I am beginning to ask questions to improve my understanding of a text.	I can ask questions to improve my understanding of a text.	I can ask accurate questions to improve my understanding of a text.
I can retrieve and record information from non-fiction texts.	I can retrieve and record relevant information from non-fiction texts with growing accuracy.	I can retrieve and record relevant information from non-fiction texts with increased accuracy.
I am familiar with a range of books retelling some of these orally.	I am familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing confidence.	I am familiar with a wide range of books, including fairy stories, myths and legends, and can orally retell these with increased confidence.
I can begin to identify themes and conventions in a wide range of books.	I can identify themes and conventions in a wide range of books with increasing accuracy.	I can identify themes and conventions in a wide range of books accurately.
I can identify main ideas drawn from more than one paragraph and begin to summarise these.	I can identify main ideas drawn from more than one paragraph and summarise these with growing accuracy.	I can identify main ideas drawn from more than one paragraph and summarise these.
I can prepare poems and play scripts to read aloud and to perform.	I can prepare poems to read aloud and to perform, beginning to show understanding through intonation, tone, volume and action.	I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
I can recognise some different forms of poetry.	I can recognise some different forms of poetry.	I can recognise some different forms of poetry.

Prior Knowledge:

Children should be able to read aloud independently, taking turns and listening to others.
They are able to apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.
Children are able to ask and ask questions about texts and sequence, summarise and predict events in more extended narratives.
They should be able to read aloud independently, taking turns and listening to others.
Children are able to apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.
They are able to ask and ask questions about texts and sequence, summarise and predict events in more extended narratives.
Children should be able to read aloud independently, taking turns and listening to others.
They are able to apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.
Children are able to ask and ask questions about texts and sequence, summarise and predict events in more extended narratives.

Grammar terminology:

punctuation, full stop, question mark, comma, exclamation mark , poem, story, non-fiction, root word, prefixes, suffixes, prediction, inference, sequence, summarise, structure, evidence, themes