

Y4 National Curriculum Reading Skills

To maintain positive attitudes to reading and understanding of what they read by:

- develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning (E2)
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (E1/S5)
- reading books that are structured in different ways and reading for a range of purposes (E2)
- using dictionaries to check the meaning of words that they have read (V4)
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (E1/E5)
- identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (E1)
- discussing words and phrases that capture the reader’s interest and imagination (V2)
- recognising some different forms of poetry [for example, free verse, narrative poetry] (E1/E5)
- understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context (V3/S2)
- asking questions to improve their understanding of a text (I3)
- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied (I2/3)
- identifying main ideas drawn from more than one paragraph and summarising these (S1)
- retrieve and record information from non-fiction (R5)
- 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(E1/2/3)

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| <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence. | <p><u>Inference</u></p> <ul style="list-style-type: none"> • ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives (I know this because questions) • infer characters’ feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer | <p><u>Prediction</u></p> <ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on |
| <p><u>Explaining</u></p> <ul style="list-style-type: none"> • discussing words and phrases that capture the reader’s interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these | <p><u>Retrieval</u></p> <ul style="list-style-type: none"> • confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text. | <p><u>Summarise</u></p> <ul style="list-style-type: none"> • use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts highlight key information and record it in bullet points, diagrams, maps etc |