Key Learning in Reading: Year 4

Word Reading	Comprehension
As above and: ▪ Read books at an age appropriate interest level. ▪ Use knowledge of root words to understand meanings of words. ▪ Use prefixes to understand meanings e.g. *in- , ir–, sub–, inter–super–, anti–, auto–*. ▪ Use suffixes to understand meanings e.g. –ation, - tion, –ssion, –cian, -sion. ▪ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below.	As above and: **Developing pleasure in reading and motivation to read** ▪ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. *fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.* ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. ▪ Learn a range of poems by heart and rehearse for performance. ▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. ▪ Orally retell a range of stories, including less familiar fairy stories, myths and legends. **Understanding the text** ▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes.* ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Use dictionaries to check meanings of words in the texts that they read. ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▪ Make predictions based on information stated and implied. ▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. ▪ Justify responses to the text using the PE prompt (**P**oint + **E**vidence). ▪ Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals.* ▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. ▪ Identify main ideas drawn from more than one paragraph and summarise these *e.g. character is evil because…1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.* ▪ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. ▪ Recognise and analyse different forms of poetry e.g. *haiku, limericks, kennings.* **Retrieving and recording information from non-fiction** ▪ Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▪ Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. ▪ Record information from a range of non-fiction texts. ▪ Scan for dates, numbers and names. ▪ Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.* ▪ Explain how paragraphs are used to order or build up ideas, and how they are linked. **Participating in discussion** ▪ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. ▪ Develop, agree on and evaluate rules for effective discussion. ▪ Make and respond to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles.*

© Lancashire County Council (2015)