



Year 4 Reading Coverage

Key Reading Skills

Suggested Question Stems

Vocabulary

- 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.

- Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?
- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing..., what effect has the author created?
- Do you think they intended to?
- What other words/phrases could the author have used here? Why? How has the author...?
- Which word is closest in meaning to...?

Inference

- 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

- What do you think.... means?
- Why do you think that? Could it be anything else?
- I think....; do you agree? Why / why not?
- How do you think....?
- Can you explain why....?
- Can you explain why based on two different pieces of evidence?
- What do these words mean and why do you think that the author chose them?
- Find and copy a group of words which show that...
- What impression of ...do you get from this paragraph?

Prediction

- 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

- Can you think of another text with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?
- What does this paragraph suggest what will happen next?
- Do you think ... will happen? Explain your answers with evidence from the text.

Explaining

- discussing words and phrases that capture the reader's interest and imagination
- identifying how language, structure, and presentation contribute to meaning

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?

	<ul style="list-style-type: none"> • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why?
Retrieval	<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. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?
Summarise	<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 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?