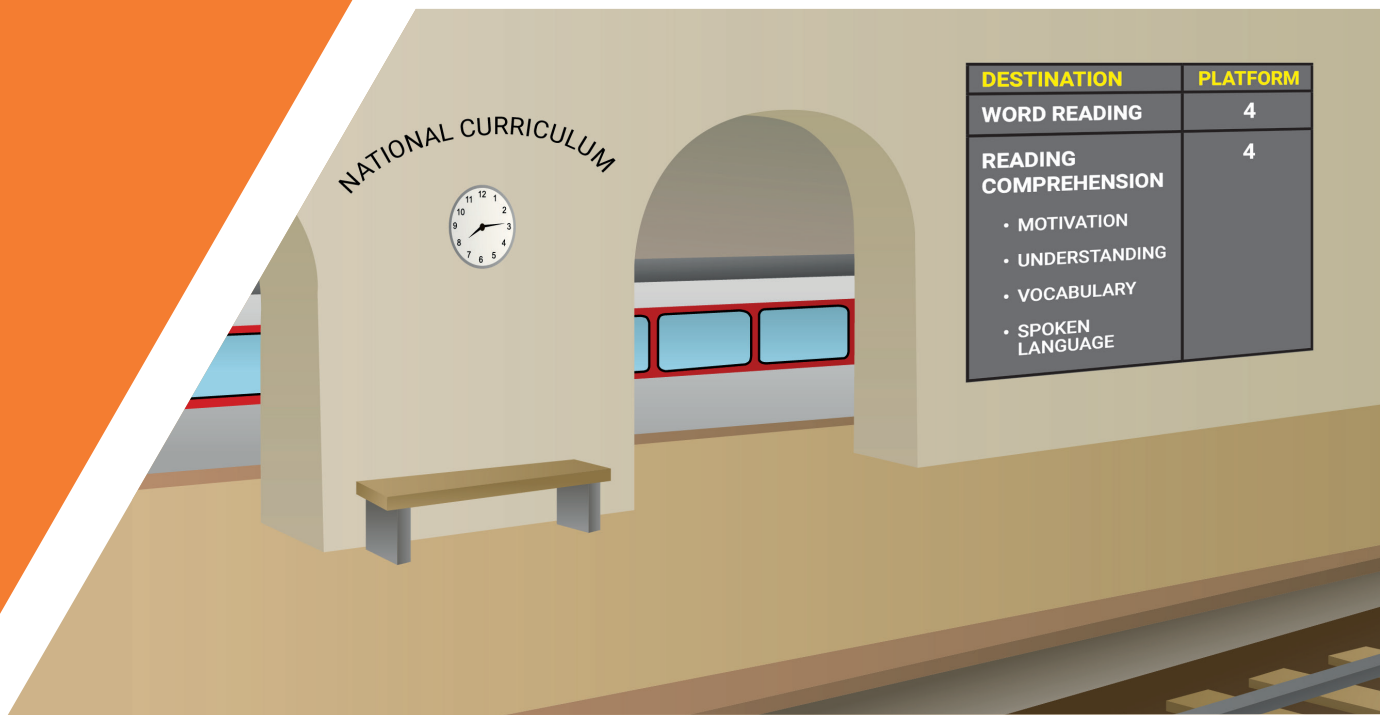


Year 4 - Teaching Reading

Aims and Intentions

The Reading Planning Platform



DESTINATION	PLATFORM
WORD READING	4
READING COMPREHENSION	4
• MOTIVATION • UNDERSTANDING • VOCABULARY • SPOKEN LANGUAGE	

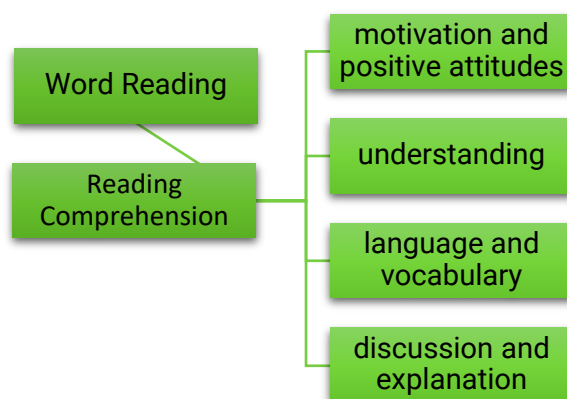
Knowledge and skills for reading
developed from the 2014 national
curriculum for Year 4

Edition 1

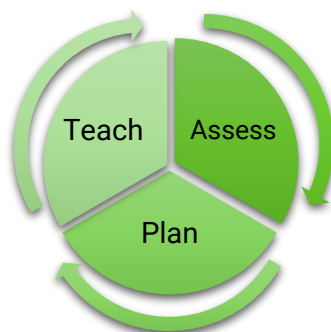
Introduction

The **Planning Platforms** will support teachers with their daily planning and teaching of reading against the expectations of the national curriculum. Each year group has its own platform of objectives. These have been developed in detail from the statutory statements within the national curriculum, ensuring full coverage. They can be used to offer appropriate stretch, challenge and support across the learning needs KS1 and KS2 pupils.

The objectives follow the focuses of the national curriculum as follows:



These statements will support teachers with modelling, planning and text selection, and where appropriate, offer suggestions for teaching strategies. They can be used to ensure that pitch is appropriate for the year group, allowing teachers to integrate the objectives into their own plans. Where relevant, examples are included that illustrate the expectations of a statement. These have been informed by the end of year expectations of the Teacher Assessment Framework (TAF) and Assessing with Age-Related Texts (AART) documents, supporting teachers with delivering the 'assess, plan, teach cycle'.



Where needs fall outside of a pupil's own year group (if a personalised curriculum is required), teachers should refer to Progression in Teaching Reading, tracking back to the appropriate year group.

Personalised objective		Year group planning	
Y1	Y2	Y3	Y4
recalling main events/ideas from a text	recalling main events/ideas from a text conveying simple information derived from main ideas	recalling and sequencing main events from a text identifying main ideas (gist) drawn from more than one paragraph beginning to summarise main ideas drawn from more than one paragraph	recalling and sequencing main events from a text identifying main ideas (gist) drawn from more than one paragraph summarising main ideas drawn from more than one paragraph

Phonic objectives have not been reproduced in full, but are available in the national curriculum's English Appendix.

Reading – word reading

Pupils should be taught to:

- use strategies such as recognising syllables /phonemes to decode most new words outside their spoken vocabulary
- match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should]
- re-read and refine reading of phrases or clauses that are tricky to read aloud smoothly on first attempt so that fluency is improved
- read most words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words
- test out different plausible pronunciations for less familiar words
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet
- read longer words, using syllable boundaries where needed
- *[children should be able to read and understand words with contractions independently. If they are not able to do so, please refer to KS1]*
- read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity
- re-read words or challenging sections of text to ensure understanding through fluency
- read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)

Reading – reading comprehension
Pupils should be taught to:
Develop positive attitudes to reading and understanding of what they read by:
• listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books • reading books that are structured in different ways and reading for a range of purposes • empathising with different characters within a book considering actions and interactions with other characters • identifying with, and exploring characters, using a range of drama techniques e.g. <i>through role play, improvisation, using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley</i> • linking what they read or hear with their own and others' experiences and beginning to use these to make sense of more complex texts • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • discussing the sequence of events in texts and how items of information are related, and beginning to consider non-linear texts, e.g. <i>'demanding plot unfolds sequentially with a number of additional subplots fleshing out the story.'</i> • <i>'Shift from Wiltshire to South African veld presents some challenge, as does the shift to World War'</i> • identify themes e.g. <i>friendship and separation, animal welfare, conquering fears</i>, and conventions in a wide range of texts including narrative and poetry e.g. <i>overcoming a common enemy, magical objects</i> • recognise that a text may have multiple themes • making comparisons within a book e.g. <i>characters, settings, themes</i> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • using dictionaries to check the meanings of words that they have read • identifying words and phrases which are unknown e.g. <i>windblown; veranda; nightwatchman; piercing dark eyes</i> • discussing words and phrases that capture the reader's interest and imagination • reading silently with good understanding • asking for help with unfamiliar pronunciations and meanings • beginning to recommend books that they have enjoyed to their peers, sometimes giving reasons for their choices • responding to literary language by phrasing appropriately when reading aloud e.g. <i>sidled back into the picture; kite swirled crazily away; dragged interminably</i> • continuing to internalise rhythms/ stresses signalled by grammatical structures e.g. <i>questions, conjunctions, fronted adverbials</i> • building upon a repertoire of poems learnt by heart • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry

Understand what they read, in books they can read independently, by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - reading with appropriate expression through phrasing, stress and pitch
 - responding to open questions and prompts e.g. *tell me about...*
 - asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading e.g. *What if I could make objects levitate? Why didn't Harry run away from the Dursley's?*
 - using tentative language to speculate on possibilities raised by the text e.g. *I wonder what magical animal Harry would have had, if Hagrid hadn't bought him an owl? Possibly Harry could be feeling ... when McGonagall took him inside after the flying lesson.*
 - making connections (with experiences and other texts) in order to refine thoughts/responses e.g. *When Bertie finds his lion again - when they're in the war, it felt sad and happy at the same time. Like when your lost pet comes back, or when the Ugly Duckling finds he's a swan.*
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - recognising that characters may have different perspectives in the story of the same event(s)
 - making deductions about the motives and feelings that might lay behind characters' words
 - beginning to consider ways in which different settings affect the characters
 - considering how setting descriptions may influence the reader
 - predicting what might happen from details stated and implied
 - indicating the likelihood of a suggestion being correct
 - predicting how characters might behave, considering motivation, events so far, settings and atmosphere
 - recalling and sequencing main events from a text
 - identifying main ideas (gist) drawn from more than one paragraph
 - summarising main ideas drawn from more than one paragraph
 - using skimming and scanning strategies
 - making precise selections when retrieving information
 - selecting related information from more than one place in a text
 - identifying how language, structure and presentation contribute to meaning (see Assessing with Age-Related Texts for fiction examples)
- for language:
- o *'Those fearsome raiders were warriors known as Vikings' 'Like many Anglo-Saxons at the time, ...'*
- for structure:
- o *Increased use of synonymous words and phrases to refer to key elements and concepts (e.g. warriors, raiders, intruders). More developed blocks of text with a range of multiclaue sentences.*
- for presentation:
- o *Fewer illustrations to illustrate elements from the text.*
 - o *In non-fiction, illustrations are often accompanied by detailed captions.*

Discuss how authors use language, including figurative language, considering the impact on the reader by:

- discussing the way descriptive language and small details are used to create an impression for the reader
- beginning to evaluate the use of particular words or phrases, and their effect on the reader
- discussing the meaning of figurative words and phrases (fiction and non-fiction)
- beginning to explore the effect of imagery sustained within a paragraph
- exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning) e.g. 'parted the crowd easily' (Harry Potter and *The Philosopher's Stone*)
- beginning to discuss how the conventions of different types of writing (e.g. language features of specific genres and cohesive devices) are used to support the authors' aims
- considering language chosen by the author to influence the reader's feelings

Retrieve and record information from non-fiction by:

- identifying and discussing unknown technical or subject specific vocabulary
- using features such as: contents, index, headings and links within a web page to navigate a text
- beginning to make decisions about which of the above would be the most useful for retrieving the information required
- beginning to skim and scan a text to find specific information
- retrieving information from different sections or aspects of a text e.g. headings, graphs, illustrations, subheadings
- identifying keywords and main points within texts
- recording information gained from reading in a variety of simple forms e.g. notes, mind maps, flow charts and tables

Distinguish between statements of fact and opinion by:

- beginning to identify facts within a text thinking about whether something is true/not true –real or imagined
- beginning to identify opinions within a text e.g. viewpoints, beliefs

Begin to provide reasoned justification for their views by:

- beginning to reason by justifying their views about what they have read or have had read to them sometimes referring to more than one place in the text e.g. *'After such a long and dangerous journey, Ivan must have felt so happy at first to see the dance but then so upset that it wasn't real.'*
- expressing and justifying personal preferences regarding authors/named books/poets/genres

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 by:

- listening and making relevant, related comments
- commenting or asking for an explanation
- understanding that you may sometimes need to change your opinion as a result of listening attentively to others
- asking questions for clarification and understanding
- posing 'what if?' questions that may change the outcome or direction of the line of enquiry/dilemma
- participating and speaking audibly in a range of situations
- beginning to make use of discursive techniques such as: defending views with evidence and making use of persuasive language
- developing, agreeing and evaluating rules for effective discussion
- taking turns in group or class conversations
- following up others' points
- showing whether they agree or disagree in a group or whole-class discussion
- identifying key points following a discussion

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:

- expressing ideas showing understanding of what has been read
- developing clarity of personal responses
- explaining or giving reasons for their views or choices, referring to the context and offering evidence to support their opinion
- beginning to rephrase evidence from the context
- providing a summary of what has been read or found out for own and others' use
- explaining to others what they have read or found out and begin to share views with justification

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