

Year 4 Reading @ St Peter's



Intent

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary and making good attempts at the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Implementation

Pupil should be able to:

- sit upright at their desk
- Read a book independently and with a partner
- track and follow the text using finger or a tracking tool
- respond, *both orally and in written form*, to recall and inference questions asked about the text with increasing confidence
- listen to the views of others and respond by agreeing or disagreeing to their view and give valid reasons

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
 - ✓ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - ✓ reading books that are structured in different ways and reading for a range of purposes
 - ✓ using dictionaries to check the meaning of words that they have read
 - ✓ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - ✓ 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
 - ✓ discussing words and phrases that capture the reader's interest and imagination
 - ✓ recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - ✓ checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - ✓ asking questions to improve their understanding of a text
 - ✓ 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
 - ✓ identifying main ideas drawn from more than 1 paragraph and summarising these
 - ✓ identifying how language, structure, and presentation contribute to meaning
 - retrieve and record information from non-fiction
 - 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

Impact

By the end of Year 4 pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Increased fluency will allow the teaching of comprehension to take precedence over teaching word reading directly. Any focus on word reading will support the development of vocabulary. Pupils will be able to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. Pupils will be able to recognise different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils will be able to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils will have opportunities to listen frequently to stories, poems, non fiction and other writing, including whole books. In this way, they will also meet books and authors that they might not choose themselves. Pupils will have opportunities to exercise choice in selecting books and be taught how to do so. Children will be given opportunities for reading, re-reading, and rehearsing poems and plays for presentation and performance. Pupils will use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. In using non-

fiction, pupils will know what information they need to look for before they begin and be clear about the task. They will be able to use contents pages and indexes to locate information. All pupils will take part in effective discussion.

SEND

If pupils are struggling with word reading at this stage, the reasons for this should be investigated. Pupils who are still struggling to decode need to be taught to do this through our rigorous and systematic phonics programme 'Little Wandle' so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. Children who need additional word reading or fluency work will be given appropriate intervention which will take place outside of 'whole class guided reading' lessons. This may take the form of a phonics intervention, fluency sessions or reading with a volunteer reader. As far as possible, however, these pupils should follow the year 3 and 4 programme English study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Whole Class Guided Reading

- A mixture of narrative, non-fiction and poetry is covered each term.
- Year 2 to Year 6, reading is taught through daily whole class reading sessions.
- Each week, all pupils are immersed in an ability-appropriate text.
- This may be the whole text or an extract, which is high-quality and language rich.

Throughout the school we structure our lessons using a consistent approach involving the following aspects:

Vocabulary

We place a high emphasis on the importance of high-quality discussion about the text. Every week, each class spends time talking about their text in detail with their teacher. This includes new vocabulary, links to other texts, their own opinions and the authorial intent.

Echo Reading

Pupils are introduced to the text through echo reading, where they are encouraged to copy the prosody of the class teacher. This is to support the children's developing fluency, ensuring that the text is read in the way the author intended. Once the pupils have practised this, they may use text marking for a particular paragraph, which reminds them of the prosody used.

Follow Up

The class teachers plan for the pupils to respond to the text with a task that will immerse them and consequently, further enhance their understanding. This may include role play, further discussion or a written task.

Comprehension

As a school, we teach comprehension through the reading skills (Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence/Summarise).

Story time

Every day, teachers read to their class for 20 minutes. We select books from the Recommended Reads for each year group. This ensures that the class reader is an engaging, age-appropriate text, which introduces the children to different cultures and authors. This time is for pure reading enjoyment!

Book Club

This is a session built in for each class to have the opportunity to talk about books. The teacher may introduce new books to the children and the children may share their favourite books with the class. This will also be an opportunity for children to share their reading journals with the class.

Independent Reading

Throughout the school, we have a book banding system which the children select their 'fluency' book from. In Key Stage Two, the fluency book is closely matched to their word level and accuracy rate. We focus on building the children's fluency, as we know that this has a significant impact on their understanding. From EYFS through to Year 6 children take books home as their 'reading for pleasure' book. In the early years this will be for parents to read and enjoy sharing together, and as the children become more fluent, they will be able to read these books themselves.

Regular reading is encouraged throughout the day. During this time, pupils can choose to read their fluency book or a book for pleasure for fluent, more able readers.

Home Reading

The focus for home reading at St Peter's is to consolidate reading progress and involve parents in their own child's reading. Children will bring home 2 types of books. In EYFS and Key Stage One, this book is closely matched to their phonic knowledge and is a book they have read multiple times in class already. The decodable reading practice book is taken home to ensure success is shared with the family. In Key Stage Two, the fluency book is closely matched to their word level and accuracy rate. We also provide the opportunity for each child to self-select their own reading books, within an appropriate reading level, so that children can develop a reading habit, have views on the books, authors or genres they enjoy and are able to read for pleasure.

Additional reading support for vulnerable children

- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

We acknowledge pupils who need additional reading support through on-going formative and summative assessment. The lowest 20% of readers in each year group are heard regularly by an adult. This includes reading to a teacher, a teaching assistant, or a volunteer. Our volunteers are trained to support our pupils, so that they have an impact on their reading development. We also identify spotlight pupils to take part in our Little Wandle catch-up interventions.

	Year 4 key reading skills	Year 4 possible 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 • recognise authorial choices and the purpose of these	• 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...? • 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	• 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.	• 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	• 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	• 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?