

Programme of Study

Reading - word reading

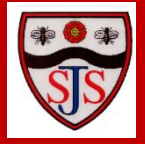
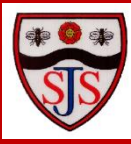
Pupils should be taught to:

- 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

Reading - 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



Teaching of Reading

Organisation

- Pupils organised into similar ability groups
- Carousel but with targeted learning
- SA and Teacher both lead a guided group
- Two groups work independently for the first part of the session until adults complete their guided task then they will check in with independent groups
- 30 minutes reading session every day
- Mini Plenaries as required so all children are involved
- Teacher and SSA's change groups every day, so they listen to all children read each week

Guided Group Session

- Teacher reads the text first
- Yellow and green groups have the same text
- Teacher models fluency, intonation, expression, volume etc.
- Child points to words so adult can see they are following
- Children then echo back sentences in a similar fashion to the adult.
- Avoid children reading aloud the first time through and not on their own initially
- Ask pupils questions related to their programme of study.
- SEND pupils have work linked to phonics and IEP targets

Example Questions

Retrieval and Record

- Match the word to the event
- Explain why the character was kind.
- Tick true or false ...

Inference and Deduction

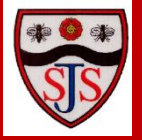
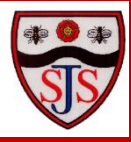
- How might the character have felt just before the ...?
- What made the object so special?
- What evidence was there that the house was old?

Meaning of words

- Why was the light described as ...?
- What does the phrase sparkly and shiny suggest about the pond?

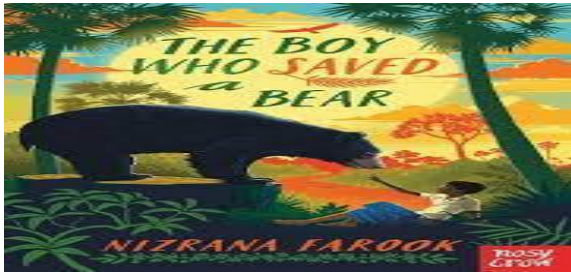
Summary, Prediction and Comparison questions

- What do you think the character might do to seek revenge?
- Describe the relationship between the man and his dog.
- How are both characters similar/different?



A Range of Recommended Books for Year 4

The Boy Who Saved a Bear
by Nizrana Farook



The Lost Whale
by Hannah Gold



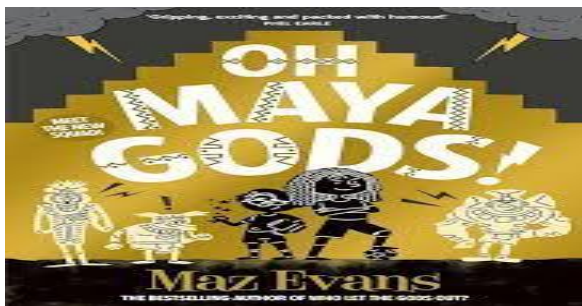
The Wonder Brothers
by Frank Cottrell Boyce



The Great (Food) Bank Heist
by Onjali Q. Rauf



Oh Maya Gods!
by Maz Evans



Danny Chung Does Not Do Maths
by Maisie Chan

