

# READING IN YEAR 4



Miss Dale and  
Miss Waters



# READING AT FORTY HILL



**Fulfilled:** There are perhaps no days of our childhood we lived so fully as those we spent with a favourite book. —Marcel Proust

**Healthy:** Any book that helps a child to form a habit of reading, to make reading one of his needs, is good for him. —Maya Angelou

**Successful:** The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss

The aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals with a strong love of reading. Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be 'readers', not just children who can read.

Teaching pupils to read is arguably the most important aspect of primary education, enabling children to gain insight into the powerful world of imagination and access to the full National Curriculum. Success in reading has a direct effect on the progress made in most areas of the curriculum, therefore it is crucial that we help children to develop their independence, self-confidence and motivation in reading.

# WHAT DOES A YEAR 4 READER LOOK LIKE?

Component	Statement
Word Reading	I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words that I meet.
Word Reading	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Comprehension	I can develop positive attitudes to reading and understand what I read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Comprehension	I can develop positive attitudes to reading and understand what I read by reading books that are structured in different ways and reading for a range of purposes.
Comprehension	I can develop positive attitudes to reading and understand what I read by using dictionaries to check the meaning of words that I have read.
Comprehension	I can develop positive attitudes to reading and understand what I read by increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
Comprehension	I can develop positive attitudes to reading and understand what I read by identifying themes and conventions in a wide range of books.
Comprehension	I can develop positive attitudes to reading and understand what I read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Comprehension	I can develop positive attitudes to reading and understand what I read by discussing words and phrases that capture the reader's interest and imagination.
Comprehension	I can develop positive attitudes to reading and understand what I read by recognising some different forms of poetry [for example, free verse and narrative poetry].
Comprehension	I can understand what I read. In books I can read independently, by checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.
Comprehension	I can ask questions to improve my understanding of a text.
Comprehension	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. I can justify inferences with evidence.
Comprehension	I can predict what might happen from details stated and implied.
Comprehension	I can identify main ideas drawn from more than one paragraph and summarise these.
Comprehension	I can retrieve and record information from non-fiction.
Comprehension	I can participate in discussion about both books that are read to me and those that I can read for myself, taking turns and listening to what others say.

# HOW DO WE TEACH READING IN YEAR 4

From Year 2 there are whole class guided reading sessions every morning at the start of the day.

A week's worth of lessons follows this structure:

- 1) Introduction to the text- identify and discuss new vocabulary
- 2) Be explicitly taught a comprehension skill, such as retrieval or inference, then have this modelled in the 'teacher talk' lesson
- 3) Pupils then apply the new skill in the 'pupil talk' lesson- orally and written over two lessons.

Less confident readers will continue with phonics to develop fluency

# DIFFERENT TYPES OF READING SKILLS IN YEAR 4

**V** – Vocabulary: *find and explain the meaning of words in context*

**I** – Inference: *use clues and evidence from the text*

**P** – Predict: *predict what might happen from details stated and implied*

**E** – Explain: *how content is related and contributes to the meaning as a whole  
how meaning is enhanced through choice of language.  
themes and patterns that develop across the text.  
how information contributes to the overall experience.  
what the author's purpose is*

**R** – Retrieval: *retrieve and record information and identify key details from fiction and non-fiction.*

**S** – Summarise: *summarise the main ideas from more than one paragraph, including sequencing events*



# OTHER OPPORTUNITIES TO DEVELOP READING

- ❖ Reading Challenge
- ❖ Class Book
- ❖ Home Reading Journals
- ❖ World Book Day
- ❖ Shared Reading during Chill Out

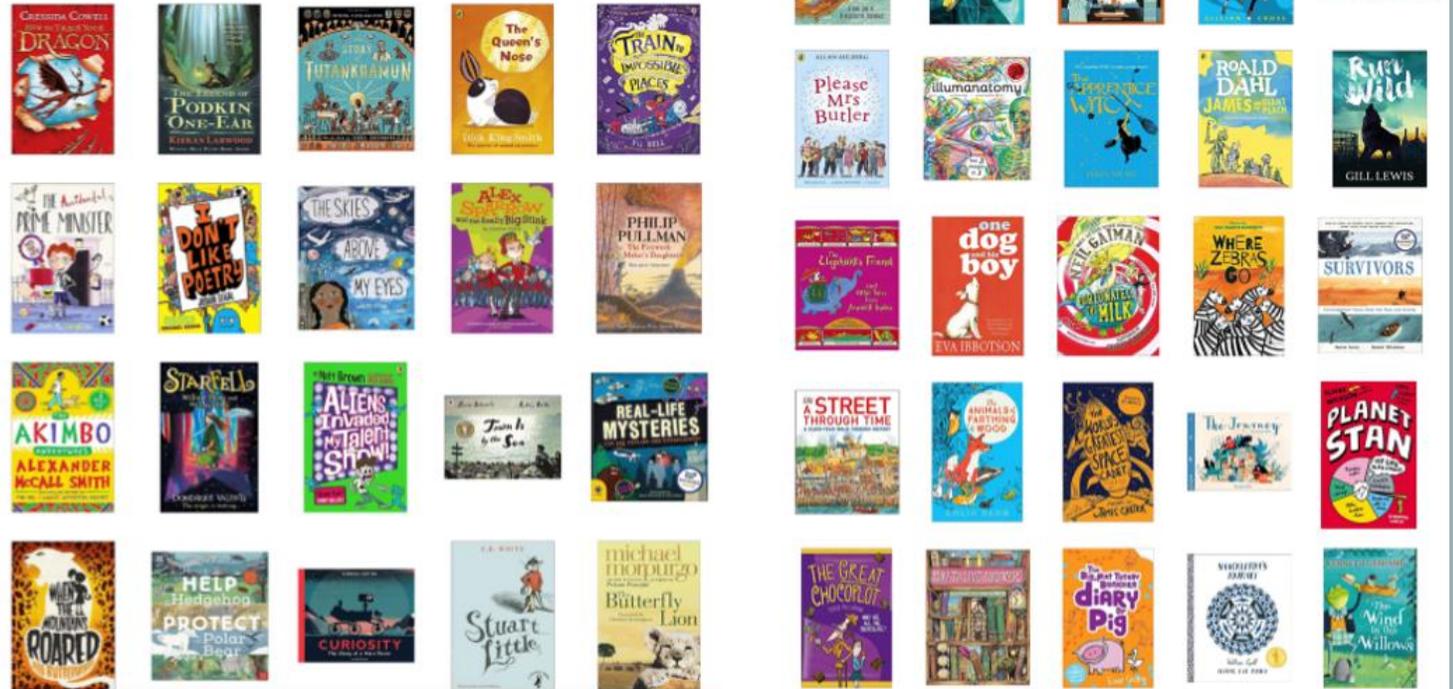
# WHAT SHOULD A YEAR 4 CHILD BE READING?

Year 4 children should be reading...

Add to

## 50 Recommended Reads for... Year 4

Books for Topics



# READING AT HOME

- Please could the reading records be completed daily for each book your child brings home.

As your child becomes an independent reader, you may not always need to listen to them read out loud.

However, we suggest that you:

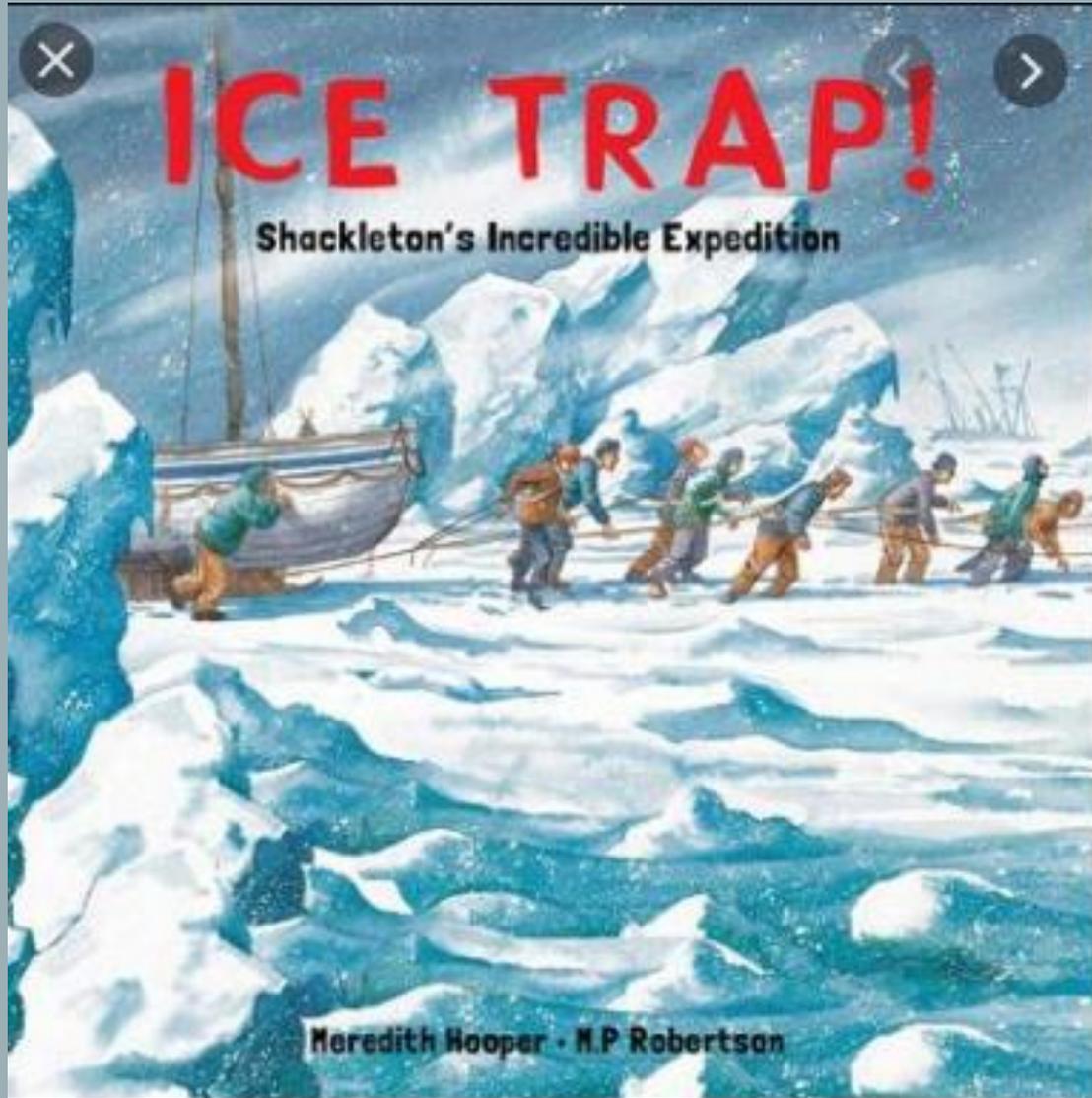
- Help them with the meaning of new words
- Question them about the storyline, characters and settings (What are they like? Why do you think they did that? What do you think will happen next and why?)
- Ask them how they feel about the book and why.



# READING AT HOME

- Please remember, that there are words all around your child, not only at home, but in shops, on the way to school, everywhere. Encourage your child to look out for words and have a go at reading them.
- Your child WILL learn to read and will do so QUICKER if they find reading an enjoyable experience and read on a daily basis- your role in helping this experience is vital.
- Make your home a 'reading house'- Children will want to read if they see you doing it!
- Read TO your child even when they can read! This will significantly develop their vocabulary and love of reading.

# READING ACTIVITY!



You will be sharing an extract from this book that the children are already familiar with. Please read it together and discuss the vocabulary and what they have learned so far

# YOUR TURN!

In your groups, take a question from an envelope. Write the question number on your sugar paper and answer the question together. Then return the question to the correct envelope and pick another.

Try to answer as many of the VIPERS as you can!

THANKYOU FOR COMING!

