

Manland Primary School

Reading Curriculum Intent Year 4



Years 4 Reading Intent

By the end of Year 4, pupils are able to read books written at an age-appropriate interest level. They can read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They can decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching is more directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that children become independent, fluent and enthusiastic readers who read widely and frequently. Children are developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They are also developing their knowledge and skills in reading non-fiction about a wide range of subjects. With increasing independence, children can justify their views about what they have read.

Reading - word reading

Pupils are taught to:

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

At this stage, teaching comprehension takes precedence over teaching word reading directly. Any focus on word reading supports the development of vocabulary. When pupils are taught to read longer words, they are supported to test out different pronunciations. Children attempt to 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).

Reading – comprehension*

Pupils are taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
- reading books that are structured in different ways and reading for a range of purposes
- 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
- recognising some different forms of poetry [for example, free verse, narrative poetry]



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Children are taught 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.

Children continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Children also have opportunities to exercise choice in selecting books and are taught how to do so.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give children opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Children are encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

	Day 1	Day 2	Day 3	Day 4	Day 5
Lesson focus	<p style="text-align: center;"><u>Decoding</u></p> <p>Teacher reads text to model fluent reading.</p> <p>Decoding text, understanding new vocabulary.</p> <p>Children use dictionaries to find appropriate definitions of Tier 2 vocabulary.</p>	<p style="text-align: center;"><u>Quick retrieval and comprehension</u></p> <p>Children read text in pairs, providing feedback where appropriate.</p> <p>Children answer a series of ‘find it’ questions (comprehension questions they can ‘find’ the answers to) to demonstrate their</p>	<p style="text-align: center;"><u>Inference question – reading ‘between the lines’</u></p> <p>Children take turns to read the text aloud.</p> <p>Children answer a selection of inference-based questions that require them to ‘dig deeper’ to gain a greater understanding of the text.</p>	<p style="text-align: center;"><u>Ordering and summarising events, making links to other texts</u></p> <p>Children take turns to read the text aloud.</p> <p>Children order events within the extract.</p> <p>Children summarise the extract or parts of the extract to include the pertinent points.</p>	<p style="text-align: center;"><u>The Big Question and 1:1 Reading</u></p> <p>Class teacher and TA listen to each child read their personal reading books.</p> <p>Class teacher and TA use this time to assess children’s reading ability and progression through appropriate texts.</p>

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		understanding of the text.		Children are taught to interrogate the text by articulating their likes and dislikes, making links to other stories (identifying common themes) whilst providing justifications for their opinions and answers. Children think about what else they would like to know by asking questions of the text.	Children demonstrate their positive attitudes and understanding by taking part in a whole-class debate. Children respond to a P4C-based question linked to the text. Children listen to others' point of view and respond (agreeing, disagreeing or 'building on'). Providing justifications for opinions means children can respectfully disagree whilst justifying their point.
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Key vocabulary	Decode Understand Definition Context Annotate Prefix Suffix	Find the evidence Retrieve Locate How do you know? Finger framing Prove it Show me Contents page Index	Justify Dig deeper Infer Predict What does this tell you? Why do you think ...? How can you tell? What is the effect of ...?	Linear / non-linear time sequence Order the story Order the events What happened first, next, last? Summarise Main idea What do you like/ dislike about this text? What connections can you make to another story? Why? Common theme What else does this story remind you of? Why?	In my opinion, From my experience, I agree / disagree ... Justify I used to think ... but now I think ... I think this because ...
NC objectives	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: • Reading books that are structured in different ways and reading for a range of purposes. • Increase their familiarity with a wide range of books, including fairy stories, myths and 	<ul style="list-style-type: none"> • Children can retrieve and record information from non-fiction • Children understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding, and explaining 	<ul style="list-style-type: none"> • Children can identify how language, structure, and presentation contribute to meaning • Children discuss words and phrases that capture the reader's interest and imagination • Children can draw inferences such as inferring characters' 	<ul style="list-style-type: none"> • Children can identify main ideas drawn from more than one paragraph and summarising these • Children can recognise themes and conventions in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. 	<ul style="list-style-type: none"> • Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Children 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



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	<p>legends, and retelling some of these orally.</p> <ul style="list-style-type: none"> • Children are taught to use dictionaries to check the meaning of words that they have read • Children discuss words and phrases that capture the reader's interest and imagination • Children understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • Children ask questions to improve their 	<p>the meaning of words in context</p> <ul style="list-style-type: none"> • Children ask questions to improve their understanding of a text • When using non-fiction, children know what information they need to look for before they begin and be clear about the task. They are shown how to use contents pages and indexes to locate information. 	<p>feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> • Children can predict what might happen from details stated and implied • Children can discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> • Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> • Children are given guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part. • Prepare poems and plays scripts to read aloud and to perform, showing understanding through intonation, volume and action.
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	<p>understanding of a text</p> <ul style="list-style-type: none">• Children can 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, both to read aloud and to understand the meaning of new words they meet.• Recognise some forms of poetry (for example, free verse, narrative poetry)				
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*The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.