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| YEAR FOUR |
| Decoding | \*Read most words fluently and attempt to decode any unfamilair words with increasing speed and skill.Apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. \*Further reading exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.\*Read all common exception words discussing the unusual correspondences between spelling and these occur in the word.\*To read all Y3/4 exception words. Discussing the unusual correspondences between spelling and these occur in the word.  |
| Range of Reading | \* Listening to and discussing a wide range of fiction, poetry, plays, non fictions and reference books.\*Reading books that are structured in different ways and reading for a range of purposes. |
| Familiarity of Texts | \*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. |
| Poetry and Performance | \*Preparing poems and play scripts to read aloud and to perform, showing understanding of audience when reading loud ad through intonation, tone, volume and action.\*Recognising some different forms of poetry. |
| Word Meaning | \*Independently use dictionaries to check the meaning of words that they have read. |
| Understanding | \*Check that the text makes sense to them, discussing their understanding and checking the meaning of words in context.\* Asking questions to improve their understanding of the text.\*Identifying main ideas drawn from more than one paragraph and summarising these. |
| Inference | \*Drawing inferences such as inferring character feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text. |
| Prediction | \*Predicting what might happen from details stated and implied beginning to find evidence and reasons.\*Justify predictions from details stated and implied. |
| Authorial Intent | \*Refer to authorial style - discussing words and phrases that capture the readers interest and imagination. \*Identifying how language, structure and presentation contribute to meaning.\*Identify main ideas drawn from more than one paragraph and summarise these.\*Discuss vocabulary used to capture readers’ interest and imagination. |
| Non Fiction | \*To use all of the organisational devices available within a non-fiction text to retrieve and record and discuss information. |
| Discussing Reading | \*Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.\*To discuss and compare texts from a variety of genres and writers. |