

Year 4: Reading

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Key Performance Indicator	Performance standard
<p>Word Reading</p> <ul style="list-style-type: none"> • <i>Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met.</i> • <i>Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</i> <p>Themes and Conventions</p> <ul style="list-style-type: none"> • <i>Identifies themes and conventions in a wide range of books.</i> <p>Comprehension- Clarify</p> <ul style="list-style-type: none"> • <i>Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context.</i> • <i>Uses dictionaries to check the meaning of words that have been read.</i> <p>Comprehension- Monitor and Summarise</p> <ul style="list-style-type: none"> • <i>Identifies main ideas drawn from more than one paragraph and summarises these.</i> <p>Comprehension- Select and Retrieve</p> <ul style="list-style-type: none"> • <i>Retrieves and records information from non-fiction.</i> <p>Comprehension- Respond and Explain</p> <ul style="list-style-type: none"> • <i>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i> <p>Inference</p> <ul style="list-style-type: none"> • <i>Predicts what might happen from details stated and implied.</i> • <i>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.</i> <p>Language for Effect</p> <ul style="list-style-type: none"> • <i>Identify how language, structure, and presentation contribute to meaning.</i> 	<p>With reference to the KPIs</p> <p>By the end of Year 4, a child 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.</p> <p>A child can:</p> <ul style="list-style-type: none"> • read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity; • prepare readings with appropriate intonation to show their understanding; • summarise and present a familiar story in their own words; • read silently and then discuss what they have read; • attempt to match what they decode to words they may have already heard but may not have seen in print eg. In reading the word technical, the pronunciation /tɛtʃnikəl/ ('tetchnical') might not sound familiar but /tɛknikəl/ ('teknical') should; • discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts; • help develop, agree on and evaluate rules for effective discussion. <p>A child recognises the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions</p> <p>A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen</p> <ul style="list-style-type: none"> • In non-fiction, a child knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information