



### Year 4

#### What should I know already

##### See our document outlining reading progression.

- asks increasingly informed questions to improve understanding of a text e.g. 'I wonder if this is like .... because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)'
- comments on use of language using terminology including alliteration, rhythm, rhyme, simile
- uses dictionaries independently to check meaning of new vocabulary

#### What will I know at the end of the year?

##### I will be able to:

##### Develop skills in all the key reading skill areas.

- listens to the opinions of others and adjusts own thinking/understanding where appropriate
- expresses personal preferences regarding the work of significant authors/poets
- explains similarities and differences with own experiences

#### Questions to help develop reading comprehension

##### Vocabulary Question

- Find two words which describe the setting
- What other words could the author use to describe the main character?
- How has the author's choice of words made you feel about a character? Why?

##### Retrieval Questions

- Where does the story take place?
- Who are the characters in the book?
- Through whose eyes is the story told?
- When is the story set?
- What evidence can you find to justify this?

Make and use the bookmark below.

##### Summarising Questions

- What's the main point in the first paragraph?
- Summarise the main events in the story so far.
- What is the most important sentence in the last section you read? Explain your reasons
- Explain what happened on the last page you read in twelve words or less.

##### Inference Questions

- How does the main character feel in the book?
- How do you know? How was the setting the author chose important to the story? Explain your view.
- Why has the character acted in the way they have? What clues suggest this?
- What lesson did the character learn?

##### Prediction Questions

- Using the front cover, what do you think this book will be about? Why? -What might happen next in the story?
- What challenges do you think the characters might face? What information suggests this?
- **Language Questions**
- What adjectives has the author used to describe the main character? What does this tell you about their personality?
- Which words do you like best from the last section you read? Why? Find an example of figurative language in the text (simile, metaphor, personification)- what effect does this create?

"The more that you read, the more things you will know.  
The more that you learn, the more places you'll go."

Dr Seuss

Some key reading skills to be developed further are stated below. These will support you in becoming effective and reflective independent readers.

For more detailed information see the reading progression document.

#### Vocabulary

- notes examples of descriptive language and explains the mood or atmosphere they create
- notices key words and phrases used to convey passing of time to introduce paragraphs or chapters

#### Retrieving

finding information from a book

- recognises the introduction, build-up, climax or conflict and resolution in narrative
- retrieves information from text where there is competing (distracting) information

#### Summarising

- explains and justifies an opinion on the resolution of an issue/whole narrative
- summarises the main ideas of a non-fiction text

#### Inferring

making assumptions about what is happening in a text from what you know

- identifies techniques used by the author to persuade the reader to feel sympathy or dislike
- justifies opinions of particular characters
- distinguishes between fact and opinion
- makes deductions about the motives and feelings that might lay behind characters' words

#### Analysing

- analyses how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint
- analyses how poetry is structured and its effect on the reader
- exemplifies the move between generalisations and specific information

#### Authorial Intent

- understands how authors use a variety of sentence constructions

#### Comparing

- comments on differences between what characters say and what they

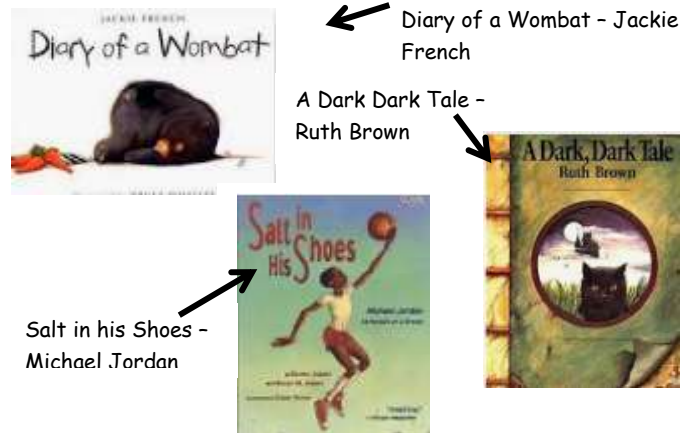
#### Predicting

- predicts on the basis of mood or atmosphere how a character will behave in a particular setting

**Class Readers**



**Some other books used throughout the year:**

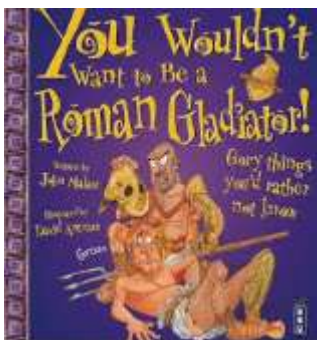


**Cross-Curricular - example reads**

**Poetry**

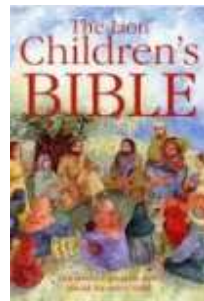
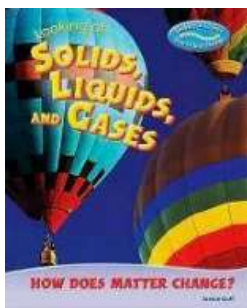
**The Romans**

**The Water Cycle**



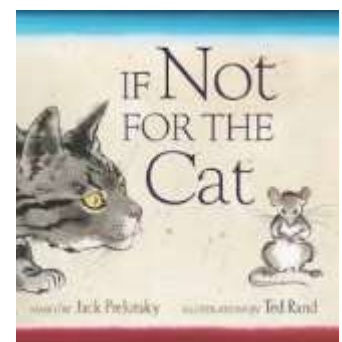
**Science**

**RE**



**Vocabulary**

haikus	A Japanese poem of seventeen syllables, in three lines of five, seven, and five.
alliteration	The repetition of the same sound at the beginning of words in a phrase or sentence. "She shears sheep" is an example of alliteration.
repetition	Repetition is a literary device that repeats the same words or phrases a few times to make an idea clearer and more memorable.
simile	A simile is a figure of speech that makes a comparison, showing similarities between two different things. Uses the words "like" or "as."
personification	Personification is when you give an animal or object qualities or abilities that only a human can have.



**How to help at home**

See the links on our school web site

**Useful web links**

- Hear your child read daily and record in the Reading Record
- Read to your child
- Ask questions to your child about what they have read
- Visit the local libraries
- Let your child see you read

- [www.booktrust.org.uk](http://www.booktrust.org.uk)
- [www.bbc.co.uk/education/schools](http://www.bbc.co.uk/education/schools)
- [www.childliteracy.com](http://www.childliteracy.com)
- [www.readingrockets.org](http://www.readingrockets.org)



### Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you feel by writing...? Why



### Inference Questions with Iggy

- What do you think... means? Why do you think that? Could it be anything else?
- I think...; do you agree? Why / why not?
- How do you think...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?



### Retrieval Questions with Rex

- Find the... in this text. Is it anywhere else?
- When/where is this story set? How do you know?
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- What might this mean?



### Prediction Questions with Pip

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



### Summarising Questions with Sheba

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in X words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?



### Compare, Contrast and Comment with Cassie

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which is better and why?



### Be an Author with Arlo

- What does the word... tell you about...? How?
- Find two ways that the author tells you...
  - What do you think the author meant by...?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?
  - How has the author made you feel happy / sad / angry / frustrated?