

# English

## Key Learning in Reading: Year 4

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Read books at an age appropriate interest level.</li> <li>▶ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>.</li> <li>▶ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>.</li> <li>▶ Use suffixes to understand meanings e.g. <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>.</li> <li>▶ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.</li> <li>▶ Use etymology to help the pronunciation of new words e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>brochure</i> – <i>French in origin</i>.</li> </ul>	<p>As above and:</p> <p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>▶ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</li> <li>▶ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> <li>▶ Independently read longer texts with sustained stamina and interest.</li> <li>▶ Recommend books to their peers with detailed reasons for their opinions.</li> <li>▶ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</li> <li>▶ Learn a wider range of poems by heart.</li> <li>▶ Prepare poems and play scripts to read aloud and perform using dramatic effects.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▶ <u>Explain the meaning of new vocabulary within the context of the text.</u></li> <li>▶ <u>Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>.</u></li> <li>▶ Use a reading journal to record on-going reflections and responses to personal reading.</li> <li>▶ Explore texts in groups and deepen comprehension through discussion.</li> <li>▶ <u>Provide reasoned justifications for their views.</u></li> <li>▶ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – <b>P</b>oint+<b>E</b>vidence+<b>E</b>xplanation.</li> <li>▶ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <b>P</b>oint+<b>E</b>vidence+<b>E</b>xplanation.</li> <li>▶ Predict what might happen from information stated and implied.</li> <li>▶ <u>Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</u></li> <li>▶ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>.</li> <li>▶ Compare characters within and across texts.</li> <li>▶ Compare texts written in different periods.</li> <li>▶ Recognise themes within and across texts e.g. <i>hope, peace, fortune, survival</i>.</li> <li>▶ Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</li> <li>▶ <u>Skim for gist.</u></li> <li>▶ <u>Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting</i>.</u></li> <li>▶ <u>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</u></li> <li>▶ <u>Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</u></li> <li>▶ Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i>.</li> <li>▶ Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument</i>.</li> </ul> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"> <li>▶ Explore, recognise and use the terms personification, analogy, style and effect.</li> <li>▶ <u>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</u></li> </ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>▶ Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>▶ Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>▶ Prepare formal presentations individually or in groups.</li> <li>▶ Use notes to support presentation of information.</li> <li>▶ Respond to questions generated by a presentation.</li> <li>▶ Participate in debates on issues related to reading (fiction/non-fiction).</li> </ul>

## English

### Key Learning in Reading: Year 4 – Word List

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	<b>mention</b>	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	<b>position</b>	straight	
consider	favourite	knowledge	<b>possess(ion)</b>	strength	