

Year 4

Reading Word (Decoding)

Skills Phonics and decoding	<p style="text-align: center;"><u>Objective</u></p> <p>To use their phonic knowledge to decode quickly and accurately. Including to address unfamiliar or challenging words with few errors. To apply their knowledge of root words and prefixes including in, im, il, ir, dis, mis, un, re, sub, inter, super, anti, auto to begin to read aloud. To apply their knowledge of root words and suffixes including ation, ly, ous, ture, sure, sion, tion, ssion, cian to begin to read aloud.</p>	<p style="text-align: center;"><u>What you will see in the classroom.</u></p> <ul style="list-style-type: none"> Daily individual reading for those who need it- daily/weekly/monthly. (Daily reader card in the reading folder) (lowest 20%- daily readers) Interventions – Rapid Reading, Teach A Monster, Spell Zone. Spelling Shed. (lowest 20%) Lexia, CAP- throughout year- for those who are significantly below their chronological age for reading (Identified as red watch children) (lowest 20%) Teachers referencing prior phonics learning- e.g. rhymes for digraphs in English lessons. Links to spelling- Spelling shed, Topical Resources-Look, Cover, Spell. Reading displays/areas in all classrooms Reading miles to show the frequency of home reading displayed in class. Teachers modelling reading(decoding)through the use of WAGOLLS and quality texts in shared reading sessions in English and across the wider curriculum.
Common exception words	<p>To read Y3/4 common exception words - noting unusual correspondence between spelling and sound.</p>	
Fluency	<p>At this stage the teaching of comprehension skills in WCR sessions will take precedence over teaching word reading and fluency specifically. To read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books – reading at a speed sufficient for them to focus on understanding. To focus on word reading which will support the development of vocabulary in the vocabulary sessions. To determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg information, invasion, enclosure, mountainous To read aloud books, sounding out unfamiliar words accurately and showing appropriate intonation and volume. To recognise punctuation, and using correctly to help read.</p>	





Reading Comprehension

Understanding and becoming familiar with text.	<p style="text-align: center;"><u>Objective</u></p> <p>To checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context with greater precision; using dictionaries to check meanings independently– Vocab. To discuss and explain words and phrases that capture the reader's interest and imagination To ask questions to improve their understanding of a text. To explain and discuss their understanding of the text eg: describe a sequence of events; the way a character changes through the story etc... To identify and summarise main ideas drawn from more than one paragraph eg: a persuasive message to recycle rubbish.</p>	<p style="text-align: center;"><u>What you will see in the classroom.</u></p> <ul style="list-style-type: none"> Daily individual reading for those who need it- daily/weekly/monthly. (Daily reader card in the reading folder) (lowest 20%- daily readers) Reading displays/areas in all classrooms Reading miles to show the frequency of home reading displayed in class Daily Reading for Pleasure– discussion and summarising- high quality text
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Herne Junior School's Reading Curriculum Progression

	<p>To identify how language, structure and presentation contribute to meaning including identifying key topics within paragraphs.</p> <p>To Identify the main ideas drawn from more than one paragraph and summarise these.</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To read books that are structured in different ways and read for a range of purposes.</p> <p>To 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.</p> <p>To draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions /words – and draw comparisons with little prompting.</p> <p>To make credible predictions about what might happen from details stated and implied.</p>	<ul style="list-style-type: none"> • Weekly reading comprehension for homework marked in class. • Vocabulary (Word of the day) – pre read activity incorporating into morning work, regular review of vocabulary across the curriculum • Whole class reading -linked to class text. Minimum twice times a week. Differentiated activities. • Performance poem learnt by heart and performed. • Poetry and other writing in English lessons performed to an audience – Performance grid completed. • Quality Fiction and non- fiction text used in other curriculum areas for research and information gathering.
Non- Fiction	To know how information is signposted in reference book and use this to retrieve and record information from non-fiction recognising typical presentational features.	
Poetry and Performance	<p>Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry.</p>	

VIPERS

	<p>Use dictionaries to check the meaning of words that they have read.</p> <p>Identify the language conventions of non-fiction in relation to the text type.</p> <p>Explain the meaning of new words in context.</p> <p>Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are.</p>
	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real.</p> <p>Justify inferences with several pieces of evidence from the text to support one specific point.</p>
	<p>To justify predictions using evidence from the text.</p> <p>Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble.</p>
	<p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Identify the author's message about the theme.</p> <p>Identify the structural conventions of non-fiction in relation to the text type. (see range)</p>

Herne Junior School's Reading Curriculum Progression

	<p style="color: green;">Identify how the structure and presentation of texts contributes to the meaning. e.g. the use of chapters; different fonts; artwork.</p>
<p>Retrieval</p> 	<p style="color: orange;">To retrieve and record information from a fiction text. Use contents, indexes, glossaries and sub-headings to locate specific information. Use skimming to locate main ideas in the text. Use scanning to locate specific information. Independently identify key questions to research about a topic.</p>
<p>Summarise</p> 	<p style="color: blue;">Identifying main ideas drawn from more than one paragraph and summarising these. Make notes from one source to answer key questions through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping e.g. where do penguins live? What temperature is it there? Summarise ideas from across several paragraphs or section.</p>
<p>Whole Class Reading Text</p>	<p>Odd and the Frost Giants – Neil Gaiman The Magician's Nephew – C.S. Lewis The Last Bear – Hannah Gold</p>