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| **Year 4 National Curriculum Statements – Reading Comprehension** | E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksE2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have readE1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orallyE1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actionV2: discussing words and phrases that capture the reader’s interest and imaginationE1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in contextI3: asking questions to improve their understanding of a textI2/3: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and impliedS1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fictionE1/2/3: 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 |
| **Activities to support reading** | Transcribe the children’s oral responses into written ones and model structures for answering question Always ask the children to justify their responses to questions – How do you know?Create comparison grids for different fiction and non-fiction texts Create semantic grids of texts to help to categorise key information Write information gained from the text into a different contextFully develop skimming and scanning techniques – faster finger first – to find particular parts of the text Relate the text type back to the writing the children have completedModel how to construct a summary of a textJump in – Encourage children to continue the story to the end of the punctuation in a known storyChoral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read togetherAsk children to become Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding |

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|  | Key Reading Skills | Question Stems |
| **Year 4 - Vocabulary** | * using dictionaries to check the meaning of words that they have read
* use a thesaurus to find synonyms
* discuss why words have been chosen and the effect these have on the reader
* explain how words can capture the interest of the reader
* discuss new and unusual vocabulary and clarify the meaning of these
* find the meaning of new words using the context of the sentence.
 | * Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?
* 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…?
* Which word is closest in meaning to…?
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| **Year 4 Inference** | * ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives (I know this because questions)
* infer characters’ feelings, thoughts and motives from their stated actions.
* consolidate the skill of justifying them using a specific reference point in the text
* use more than one piece of evidence to justify their answer
 | * 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 ?
* Can you explain why based on two different pieces of evidence?
* What do these words mean and why do you think that the author chose them?
* Find and copy a group of words which show that…
* What impression of …do you get from this paragraph?
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| **Year 4 Prediction** | * justify predictions using evidence from the text.
* use relevant prior knowledge as well as details from the text to form predictions and to justify them.
* monitor these predictions and compare them with the text as they read on
 | * Can you think of another text 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?
* What does this paragraph suggest what will happen next?
* Do you think … will happen? Explain your answers with evidence from the text.
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| **Year 4 Explaining** | * discussing words and phrases that capture the reader’s interest and imagination
* identifying how language, structure, and presentation contribute to meaning
* recognise authorial choices and the purpose of these
 | * 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?
* What can you tell me about how this text is organised?
* Why is the text arranged in this way?
* What is the purpose of this text and who is the audience?
* How does the author engage the reader here?
* Which section was the most …? Why?
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| **Year 4 Retrieval** | * confidently skim and scan texts to record details,
* using relevant quotes to support their answers to questions.
* retrieve and record information from a fiction or non-fiction text.
 | * 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?
* Whose perspective is the story told by and how do you know?
* How can you use the subheading to help you here?
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| **Year 4 Summarise** | * use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.
* identifying main ideas drawn from more than one paragraph.
* identify themes from a wide range of books
* summarise whole paragraphs, chapters or texts
* highlight key information and record it in bullet points, diagrams, maps etc
 | * 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?
* How might I record this to ensure the best possible outcome?
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