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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 textbooks  E2: 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 read  E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  E1: 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 action  V2: discussing words and phrases that capture the reader’s interest and imagination  E1/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 context  I3: asking questions to improve their understanding of a text  I2/3: 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 implied  S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction  E1/2/3: 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 context  Fully 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 completed  Model how to construct a summary of a text  Jump in – Encourage children to continue the story to the end of the punctuation in a known story  Choral 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 together  Ask 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…? |
| **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? |
| **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? |
| **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? |
| **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? |