



Reading in Year 4

Word Reading:

- 1. Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re - , sub - , inter - , super - , anti - , auto - , - ation, - ous.**
- 2. Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word.**

Comprehension

LITERAL

- 1. Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.**
- 2. Understand what he/she reads independently by asking questions to improve his/her understanding of texts of increasing complexity.**
- 3. Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.**

INFERENCE

- 1. Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.**
- 2. Understand what he/she reads by predicting what might happen from details stated and implied.**

Reading question starters to support your child at home

Literal question starters:

- Who are the main characters in the story?
- What did the character say? What does this tell us about them?
- Where is the story set? Can you describe the setting?
- Can you find the part of the text/story that tells us that...?
- What happens at the beginning/middle/end of the story?
- Can you tell me three things to describe what the character is feeling when...?
- What are some of the key words in the text that tell us about the setting / characters?
- What have you found out about from reading this text?
- What are the main ideas?

Inference Question starters:

- From your reading so far, what do you predict will happen next?
- How will it end?
- What is this character like? Why do you think that?
- What do you think...is thinking/feeling? What makes you think that?
- Why do you think the character did...?
- Do you think the character was being honest when they said...?
- Look at the speech. What clues do they give us about the character's thoughts/feelings/actions?
- What are we told about what the character is thinking? What clues are there?
- (Non - fiction) How does this information help you answer the following question?
- What do you think the main theme is? Why?



STRUCTURE

1. Retrieve and record information from non - fiction over a wide range of subjects.
2. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.

LANGUAGE FOR EFFECT

1. Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books.
2. Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.

ATTITUDE

1. Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non - fiction and reference books or textbooks.
2. Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
3. Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.
4. Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
5. Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.

Structure Question starters

- How is the story/text organised? What are the different sections/parts?
What are the main features of this type of writing?
How is the text presented? Why? (E.g. sub-headings-bold-italics-bullet points, etc.)
How do the illustrations /diagrams/photographs support our understanding of the text?
How does the sentence structure affect the way we read this?
How does the punctuation in this sentence help us to read it?

Language for Effect Question starters:

- The author used the phrase... What do you think he meant by that?
Which words/phrases tell the reader that the main theme/idea is...?
Which words do you think are particularly effective?
What does this word tell us about the character/setting etc?
Which verbs/adverbs/adjectives/ have been used in this section?
What is the effect?
How does the dialogue help to move the story on?
What technical vocabulary has been used? How does this support you as a reader?
How is the atmosphere/mood conveyed in this text?
Why do you think the following have been used? Alliteration/ repetition/ varying sentence lengths /rhyme /similes /metaphors/ personification, etc.



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6. Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.