

Subject: English Reading Year 4

What are the aims and intentions:

That all the children:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Previous Links:

- Phonics
- Word reading
- Comprehension

Unit	Autumn	Spring	Summer
Word reading	Reads a range of texts with fluency, understanding and expression, independently selecting an appropriate strategy	Reads a range of texts with fluency, understanding and expression selecting the most effective strategy Reads further CEW words	Reads most words effortlessly at a speaking pace Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words Reads further CEW noting unusual correspondences between spelling and sound and where these occur in words Reads aloud with appropriate volume
Comprehension	Talks about books read, offering opinions and synopsis - at times with prompts Retrieves and records information from non-fiction texts Begins to draw inferences re. characters' thoughts, feelings and motives from their actions Summarises main points of stories / information within a paragraph Recognises the purpose, form and audience of a text Identifies and comments on author viewpoint	Talks about books read, offering opinions and synopsis Begins to recognise occurring themes or conventions linked to text types Expands and explains answers to questions based on texts read Makes reference to texts when answering questions Justifies inferences with evidence Picks out vocabulary / phrases used for impact and effect Identifies main ideas drawn from more than one paragraph and can summarise these	Reads a wide range of fiction and no-fiction, including poetry. Talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions Talks about themes and conventions when discussing books Understands the different reasons for reading - for pleasure / to find information Uses the structure of books to navigate around texts Selects books based on own reading experiences and preferences Talks about known authors Reads independently with sustained concentration Offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate

	<p>Begins to read a range of different forms of poetry</p> <p>Begins to prepare readings to be presented to audiences</p>	<p>Predicts what might happen from details stated and implied</p> <p>Names some key children's authors</p> <p>Reads aloud with increasing confidence</p> <p>Chooses books based on knowledge of author, text type and purpose of reading</p>	<p>Identifies how language, structure and presentation contributes to meaning</p> <p>Recognises different forms of poetry</p> <p>Prepares poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume</p> <p>Talks about their own reading and reading choices</p>
Key vocabulary	<p>Pronoun Adverbial</p> <p>Determiner</p> <p>Fronted adverbial</p> <p>Possessive pronoun</p>	<p>Key skills phonological awareness</p> <p>Decoding</p> <p>Fluency</p> <p>Vocabulary Retrieval</p> <p>Sequencing</p> <p>Inference</p> <p>Predicting</p>	
Cultural capital	<p>The importance of reading for life long learning, Reading for accessing the wider curriculum, World Book Day, Class Novels read to the children by the class teacher, shared reading opportunities of the class novel and individual reading books. Story Telling Week, Visitors - illustrators and authors.</p>		