



YEAR 4

READING CURRICULUM



PREFIXES	
dis/in/im	not
mis	wrongly/badly
re	again/back
sub	under
inter	between/among
super	above/over/greater
anti	against
auto	self
trans	across/beyond/through

YEAR 3/4

KNOW IT!

SUFFIXES	
ion	the act of or condition of
ous	full of, the nature of
al	like/having the quality of
ful	to be full of
ment	the act of/state of

New Learning	Prior Learning
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ROOTS/ROOT WORDS	
cent	one hundred
favour	to show liking something
port	to carry
know	to be sure/understand
possess	to own
vary	to change

LINKS TO Y3/4 WORD LIST				
Natural	Famous	Position	Disappear	Bicycle
al - having the quality of nature - not made by man natural - having the quality of not being	fame - known ous - the nature of famous - the nature of being known by many.	posit - to place ion - act of position - the act of placing something somewhere.	dis - not appear - to come into sight. disappear - not to be in sight.	bi - two cycle - a sequence that follows on. bicycle - a vehicle with 2 wheels where one follows

DECODING & WORD RECOGNITION	COMPREHENSION	VOCABULARY
Children should be taught to: - be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary; - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word; - apply their growing knowledge of root words, prefixes and suffixes to read aloud.	Children should be taught to deepen their understanding of texts they read independently through: - checking that the text makes sense to them and discussing their understanding; - asking questions to improve their understanding of the text; - identifying themes and conventions in a wide range of books.	Children should be taught to deepen their understanding of texts they read independently through: - identify and discuss how an author's use of language affects a reader; - identifying different types of language within a text e.g. subject-specific vocabulary, archaic language, vernacular language etc.; - explaining the meaning of words in context; - expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet; - discussing words and phrases that capture the reader's interest and imagination.
GRAMMAR, STRUCTURE & LAYOUT	RETRIEVAL - Consolidate and secure skimming and scanning skills to look through the text and locate key words/dates/facts/information/ sections. - Sequence increasing amount of text e.g. across several pages or a chapter. - Recognise fact from opinion. SUMMARISING - Summarising the main events or significant ideas from individual paragraphs both orally and in note-form. - Discuss key parts of factual processes linked to learning in other subjects. INFERENCE - Answer questions related to cause and effect. - Make increasing use of evidence in the text - Make more detailed prediction about what might happen from details stated and implied. - Explain characters possible feelings, thoughts and motives from their actions. Children should be given opportunity to apply inference skills through: - giving reasons, explaining how they know , why they think, or what it shows and predicting future events.	EXPLORE, TEACH, PRACTISE Children should be taught to expand their knowledge of words through: - exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings; - looking at words associated with others; - generating word lists linked to stories, topics, synonyms, etc.; - being explicitly taught the meaning and correct pronunciation of new words. For example, - seeing how it is used in context - finding clues within the word to define word meaning. - finding clues within the context to infer the word meaning - making connections with word class - discussing examples seen or heard before - using dictionary skills in order to check the meaning.
GRAMMATICAL FEATURES - Explain how tense relates to text and structure. - Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader. For example, varying verb tense: - use of progressive tense to build tension in a suspense story - use of perfect tense to achieve a more formal tone - use of present tense in non-narrative to ensure the text remains relevant. - Recognise plurals and collective nouns, as well as pronouns and their purpose.		

During Year 4, teaching should be directed towards developing the breadth and depth of pupils' reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
Children should use their reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
- further develop knowledge and skills in reading non-fiction about a wide range of subjects; - retrieve and record information from non-fiction; - begin to take simple notes from what they have read; - locate information effectively in non-fiction using contents and indexes; read for a range of purposes; read books that are structured in different ways; develop their knowledge of different text types and their purpose, in order to support their writing.	- developing an understanding and enjoyment of stories, poetry, plays and non-fiction, reading them silently; listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference and text books; listening to whole books by authors they may not choose themselves; exercising choice in selecting books and being taught how to do so; increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Recognising some different forms of poetry.	confidently attempt reading aloud in different contexts; hear and understand how commas are used to give reading more meaning; use appropriate voices for characters and adopt a story-telling voice when needed; identify how apostrophes are used to show possession in reading; prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; 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.