



# Moorside Primary School

## Year 4 Reading Overview

Word Reading			
Phonics and Decoding	Common Exception Words	Fluency	
<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>Pupils should be encouraged to work out an unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word accurately reading of individual words, which might be key to the meaning of a sentence or paragraph, improved comprehension.</p>	
Reading Comprehension			
Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Inference
<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify and explain how language, structure and presentation contribute to meaning</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>Use dictionaries to check the meaning of words</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p>



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Prediction	Sequence and Summarise	Poetry and Performance	Non-Fiction (Retrieval Questions)
To justify predictions from details stated and implied.	To identifying main ideas drawn from more than one paragraph and summarising these	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p> <p>To increase familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>