

Developing Confident and Fluent Readers at Acresfield

Year 4

Our Approach to Reading

This booklet is designed to give parents an overview of expectations in Year 4 linked to the English reading curriculum.

It outlines the following:

Curriculum expectations in reading for children in Year 4
Approaches to learning used by staff at Acresfield
Ways you can support your child at home

In Year 4, children should be ...

- reading a range of different texts including stories, poems, and non-fiction
- be fluent in their reading and use a range of strategies to read unfamiliar words
- develop their comprehension.
- begin to develop an understanding of why the author has made some vocabulary choices

Word Reading

By Year 4, word reading should be fluent.

Please see the Year 3 booklet for support with strategies for word reading.

Comprehension

Children will consolidate the following:

Pupils should develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- 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
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their explanations with evidence from the text
- predicting what might happen from details stated and implied
- identifying the main ideas drawn from more than one paragraph and summarising these
- identifying how language choice, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction books
- participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.



Comprehension Example

Zelda Claw and the Rain Cat

All night, thunder growled overhead. Zelda crouched in the darkness, staring. Wind lashed the glistening tarmac and the street lights flickered; Zelda shivered. Where could she escape from the rain?

At that moment, Zelda heard something crawling along the pavement, hidden by shadows. Silently, a vague shape slipped into a doorway. A green eye flickered. Zelda's fur prickled as she watched. What was it?

Possible questions to develop comprehension

- What was the weather like in the extract above? Which words tell you that?
- How was Zelda feeling? How do you know?
- What do you think the 'something' is? Why do you think that?
- What do you think might happen next? Why?
- Can you summarise what the first paragraph is telling the reader?
- Why do you think the author used the phrase '...street light flickered'? What type of atmosphere does this create?
- Why do you think the writer uses the word 'slipped' to describe the movement of the 'vague shape'?



How Can I Help My Child?

Build reading into everyday life
Support the methods used in school
Reinforce reading in everyday situations

In Year 4, the children will have a guided reading book which they read with their teacher once a week. They will then be asked to read some more of this book at home ready for their next session with the teacher. For the rest of the week, in guided reading, the children take part in a range of reading activities including a follow up task set by the teacher about the reading the previous day, an independent reading session, and using the role play.

The children also have a free choice book which can be chosen from the books in the classroom or school library. The children can change this when they need to. The school is open from 8:40 everyday for you to read with your child and change their book in the classroom or library.

Reading should be enjoyable for both you and your child. Read a little everyday and make the time special and fun. Comment in your child's reading diary each time you read with them, these can include books from home, not just books from school.

If you have any questions relating to your child's reading, please speak to the class teacher.

