



## Year 4 Reading

Key Learning for Year 4	By the end of Year 4, a child should:
<p>Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words that are met</p> <p>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Uses dictionaries to check the meaning of words that have been read</p> <p>Identifies themes and conventions in a wide range of books</p> <p>Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word</p> <p>Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence</p> <p>Predicts what might happen from details stated and implied</p> <p>Identifies main ideas drawn from more than one paragraph and summarises these</p> <p>Retrieves and records information from non-fiction</p>	<ul style="list-style-type: none"><li>• read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace</li><li>• read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity;</li><li>• prepare readings with appropriate intonation to show their understanding;</li><li>• summarise and present a familiar story in their own words;</li><li>• read silently and then discuss what they have read;</li><li>• attempt to match what they decode to words they may have already heard but may not have seen in print</li><li>• discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts; and help develop, agree on and evaluate rules for effective discussion.</li><li>• recognise the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions</li><li>• have developed strategies to choose and read a wider range of books including authors that they may not have previously chosen</li><li>• In non-fiction, a child knows what information to look for before beginning and is clear about the task.</li><li>• use contents pages and indexes to locate relevant information</li></ul>