

# Year 4 Reading Programmes of Study

## **Purpose of Study:**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## **Subject Content:**

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. As in key stage 1, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

<b>Sequential Learning:</b>	Previous end point knowledge the pupils must remember to ensure learning stays in the long term memory. Please review previous learning to check pupils' understanding, identify and correct misunderstandings. This will ensure pupils embed key concepts in their long-term memory and apply them fluently. Revisiting previous learning will allow pupils to transfer key knowledge to long-term memory.
<b>Current Knowledge &amp; Skills</b>	The new knowledge and skills must allow pupils to transfer key knowledge to long-term memory. New knowledge and skills will build on what has been taught before and pupils will work towards the clearly defined end points.
<b>End Point of Unit</b>	NFER Assessment is used 3 times a year to check pupils' understanding and to help pupils embed and use knowledge fluently and develop their understanding

## Year 4 READING

*Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of texts of increasing complexity of vocabulary and themes.* They will increase familiarity with a wide range of books, reading for a range of different purposes - myths, legends, traditional stories from a range of cultures and traditions, modern fiction, fiction from our literary heritage; a range of forms of poetry, plays, a variety of purposes of nonfiction.

### FLUENCY, WORD READING AND VOCABULARY

*Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.*

*At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('technical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].*

When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Pupils will need to be exposed to new vocabulary 8-12 times (listening and reading) before they will be able to use it independently.

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#### Skill and Knowledge Content Development

#### How they will show and apply their new knowledge & skills

#### *I will know how to read fluently at 100 words per minute*

- Read with 96% accuracy
- 100+ words per minute
- Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud and to understand the meaning of new words: *un, dis, mis, ation, ly, sure, tion*
- Use new vocabulary appropriately and precisely
- Understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

#### *I will know how to decode age appropriate vocabulary*

- Further exception words, noting the unusual correspondences between spellings and sounds, and where these occur in the word (Sounds Write)
- That I can work out many unfamiliar words using the root
- Vocabulary relevant to the topic studied
- To use the first letters in a word to check the meaning in a dictionary

#### End Point of Unit

#### Assessment of learning at end point

- *I will know how to read fluently at 100 words per minute*
- *I will know how to decode age appropriate vocabulary*

#### **Text Complexity: Year 4 Fluency**

- Term 1 - 6 extracts

Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their

## COMPREHENSION

*The knowledge and skills that pupils need in order to comprehend are very similar at different ages: the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the text increases the level of challenge.*

*Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.*

*Pupils will be taught to read as a reader, identifying the audience and purpose of the text and what the text is trying to do to them as a reader before using the strategies to build up to inference.*

***Text selection is critical and this is the key progression in reading throughout KS2. The complexity of the text increases the level of challenge.***

Choose texts carefully to build up complexity throughout the year (complexity of language, complexity of sentence structure, non-linear time sequences and complexity of narrative structure, variety of audience and variety of purpose, language which is old fashioned or dialect). The teaching text should be above their instructional level.

Consider:

- **Opportunities** - does the text provide opportunities to apply the I will know? Are there complimentary extracts to explore this in a different context?
- **Vocabulary** - how suitable is the vocabulary? Is it challenging enough?
- **Sentence structure** - how complex is this? Is there variety? Is it challenging enough?
- **Background knowledge** - what background knowledge will pupils need to understand the text?
- **Text structure** - how complex is this? What organisational features support understanding? What themes and conventions are there? Are there complimentary extracts to explore this in a different context?
- **Enjoyment** - will this text be enjoyable and relevant for the children?

### Skill and Knowledge Content Development

How they will show and apply their new knowledge & skills

### End Point of Unit

Assessment of learning at end point

#### Text purpose:

#### ***I will know how to identify the intended audience and purpose of a text***

- Writers create texts to create a particular effect on the reader - identify the intended audience and purpose through the choices made by the writer
- Bring prior knowledge as reader to help understand the text: presentational devices, language choice, structures
- Identify what the text does to me as a reader

#### Comprehension strategies: Complexity through text analysis

#### ***I will know how to retrieve information from a text***

- Retrieve from a range of fiction, non fiction and poetry texts and extracts
- Retrieve, record and present information from within and across the text
- Identify the key words

- ***I will know how to retrieve information from a text***
- ***I will know how to define the meaning of vocabulary in a text***
- ***I will know how to define the impact of vocabulary on the reader***
- ***I will know how to infer meaning from a text***
- ***I will know how to explain and justify my***

- Use organisational features such as subheadings and diagrams to identify the section of the text to find the information
- Skim the text to get the gist to find the section to read more closely
- Scan methodically for key words
- Combine information from more than one source
- Use contents pages and indexes to locate information

***I will know how to define the meaning of vocabulary in a text***

***I will know how to define the impact of vocabulary choices on the reader***

- Meaning of words in context - with precision of definition in that particular context and possible substitutions
- Synonyms and antonyms
- Etymology of words - explicitly breaking down the word part
- Clues from the text - how we can work out an unfamiliar word using the words around it in context
- Categorising words - recognising links between words and gradations (eg same meaning but nuanced - eg snicker and laugh)
- Drawing upon prior knowledge to help explain the meaning of the word and other contexts it may be used in
- Precision of word choice and connotations - meaning is enhanced by the specific words and phrases
- Discuss and evaluate how authors use language to impact on the reader
- Discuss and evaluate choices of figurative language - similes, metaphors, personification
- Providing reasons and justifications for views (PEEL)
- Precise description - or deliberately vague description for purpose

***I will know how to infer meaning from a text***

***I will know how to explain and justify my inferences***

***NB inference is less a skill you can teach (although you need to explicitly model the processes) and more about being aware of whether or not you are understanding what you have read, connect ideas together and to have a wide vocabulary and general knowledge***

- Cohesive devices (eg pronouns) to infer simple information (eg who 'she' is)
- Build background knowledge - read and explore a wide range of the context
- Combine what you have read with what you know (own prior knowledge of the world and also knowledge of texts and how they work) to fill in the gaps
- Inferring characters' feelings, thoughts and motives from their actions and (viewpoint/relationship/mood) from clues in the text
- Identify and explain the writer's viewpoint and how this affects the reader's response eg how a character is portrayed
- Use evidence in the text to back up inferences
- Provide reasons and justifications for views (PEEL)
- Predict what might happen in the text based upon details stated and implied

***I will know how texts work cohesively as a whole***

- Retell the text orally
- Identify the main ideas from a paragraph or section and summarise these
- Identify the main ideas from more than one paragraph and summarise these (including key themes and ideas behind the text)

*inferences*

- ***I will know how texts work cohesively as a whole***

**Text Complexity: NFER**

- Winter Reading Race (Article)
- Akimbo Elephant (Narrative)
- What's for Lunch (Information Text)

**Vocabulary:** metaphor, simile, personification, onomatopoeia, alliteration, imagery, style, effect

- Identify how language, structure and presentation contribute to meaning
- Distinguish between statements of fact and opinion
- Identify and discuss themes in texts (such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales)
- Identify and discuss conventions in texts (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)
- Make comparisons between characters, within and across books
- Use technical and other terms needed for discussing what they hear and read

## READING INTO WRITING

*There are inherent links between reading and writing. Through the reading of authentic texts, pupils explore the choices writers make and the impact of those choices on themselves as a reader. A broad diet of reading supports effective writing. Meaningful opportunities to discuss as a reader support the pupils to make similar choices as a writer, deliberately and with their intended audience and purpose in mind. Pupils need to be exposed to and to have the opportunity to explore a range of texts and extracts to experience how the particular choices made can look differently in different contexts and to create a toolkit to draw upon in their own writing. Teachers will link the reading into the writing learning.*

**Skill and Knowledge Content Development**  
How they will show and apply their new knowledge & skills

**End Point of Unit**  
Assessment of learning at end point

***I will know how writers make deliberate choices to impact the reader:***

**Text as a whole**

- Appropriate form for audience and purpose - adapted for intended audience and purpose using conventions of text including structure, vocab and grammar (*eg greeting in letters, a diary written in the first person or the use of presentational devices eg numbering and headings in instructions*)
- Varied, rich and precise vocabulary, appropriate to the text written (*eg technical and precise language, precise description - or deliberately vague description for purpose*)
- Differences between Standard English and non-Standard English when written [*eg, in writing dialogue for characters*]

***I will know how writers make deliberate choices to impact the reader:***

**Text organisation:**

- Grouping related material into paragraphs
- Paragraphs organise ideas around a theme and show the speaker
- Organisational devices such as headings and sub-headings to support the reader's understanding
- Cohesion through appropriate choice of pronoun or noun within and across sentences also supports avoiding repetition

***I will know how writers make deliberate choices to impact the reader:***

**Grammar and punctuation:**

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (*e.g. the teacher expanded to: the strict maths teacher with curly hair*)
- Nouns or pronouns chosen for clarity, cohesion and to avoid repetition
- Conjunctions, adverbs and prepositions to express time and cause
  - conjunctions [*eg when, before, after, while, so, because*]
  - adverbs [*eg, then, next, soon, therefore*]
  - prepositions [*eg, before, after, during, in, because of*]

See Writing Programmes of Study  
End Points

- Fronted adverbials
- Range of sentence structures (*including fronted adverbials, and expanded noun phrases*) for clarity, cohesion and to avoid repetition

***I will know how writers make deliberate choices to impact the reader:***

**Narrative:**

- Direct speech
- Settings and characters
- Plots based on familiar themes
- Language to develop familiar themes
- Powerful language linked to the senses

**READING FOR PLEASURE/BREADTH & DEPTH OF OPPORTUNITY**

*As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.*

*Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so. **Pupils should be reading widely and frequently, outside as well as in school, for pleasure and information.***

*Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.*

**Reading for pleasure**

- Select books (exercising choice)
- Show positive attitudes to reading
- Read silently
- Recommend books I have read, giving reasons
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Retell stories orally
- Participate in discussions about books (read to me and ones I have read myself), with explanations and asking questions, taking turns and listening to what others say
- Discuss words and phrases that capture the reader's interest and imagination
- Use language confidently to participate in drama, formal presentations and debate

**Breadth and depth of opportunity:**

- Read an increasingly wide range of fiction, including fairy stories, myths and legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Read an increasingly wide range of plays, non-fiction and reference books or textbooks

**Poetry:**

- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action which support the meaning including learning a range of poems by heart
- To read (and discuss) a range of poetry (*range of forms and opportunities ieie narrative poems, different dialects, alliteration and assonance, comic verse, nonsense verse, figurative and poetic language: similes, metaphors, personification, onomatopoeia, alliteration, assonance*)