### Key Learning in Reading: Year 4

#### Word Reading
- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings e.g. *sub-, inter-, anti-, auto*.
- Use suffixes to understand meanings e.g. *-ation, -ous, -tion, -sion, -ssion, -cian*.
- Read and understand meaning of words on Y3/4 word list – see bottom.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.

#### Comprehension
- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. *advertisements, formal speeches, leaflets, magazines, electronic texts*.
  - Regularly listening to whole novels read aloud by the teacher.
  - Analysing and evaluate texts looking at language, structure and presentation.
  - Analysing different forms of poetry e.g. *haiku, limericks, kennings*.
  - Reading books and texts for a range of purposes and responding in a variety of ways.
  - Analysing and comparing a range of plot structures.
  - Retelling a range of stories, including less familiar fairy stories, myths and legends.
  - Identifying, analysing and discussing themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals*.
  - Identifying, discussing and collecting effective words and phrases which capture the reader’s interest and imagination e.g. *metaphors, similes*.
  - Learning a range of poems by heart and rehearsing for performance.
  - Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action.
- Discussing their understanding of the text
  - Explaining the meaning of key vocabulary within the context of the text.
  - Making predictions based on information stated and implied.
  - Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
  - Drawing inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
  - Identifying main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text*.
- Retrieve and record information from non-fiction.
  - Analysing and evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*.
  - Scanning for dates, numbers and names.
  - Explaining how paragraphs are used to order or build up ideas, and how they are linked.
  - Navigating texts to locate and retrieve information in print and on screen.
- Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
  - Develop, agree on and evaluate rules for effective discussion.
  - Making and responding to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles*.