

# Year Four

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Decoding &amp; Word Reading</b> (>2000 words)	Know that phonics is one strategy to read unfamiliar words.  Know when phonic strategies will help to read a word and when they will not.	Use knowledge of root words to help read unfamiliar words.  Use root words to help understand the meaning of unfamiliar words.	Use knowledge of learned prefixes and suffixes to help read unfamiliar words.  Use prefixes and suffixes to help understand the meaning of unfamiliar words.	Apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words.  Know that many words may have a similar pronunciation but may be written differently.	Use knowledge of unusual phoneme/grapheme correspondences to help read unfamiliar words.  Know that unfamiliar words can be read by using knowledge of known similar words (analogy).	Use analogy drawing on the pronunciation of similar known words to read others.
	<p><b>A Year Four reader will engage in reading by:</b></p> <ul style="list-style-type: none"> <li>• Applying their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet;</li> <li>• Reading a wide range of exception words (Y3-4 list and similar).</li> <li>• Becoming independent, fluent and enthusiastic readers.</li> </ul>					
<b>Fluency &amp; Phrasing</b> (140 wpm)* <small>*Reading speeds are approximate guides to average words per minute and pace of reading is only one indicator of fluency.</small>	Read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words.  Recite whole poems with growing	With support, notice where commas create phrasing within sentences.  Become independent, fluent and enthusiastic readers as decoding becomes more secure.		Sight-read a wide range of exception words (Y3-4 list and similar).  Read with expression, using the punctuation to support meaning, including multi-clause sentences.		

	awareness of the listener.					
<p style="text-align: center;"><b>Literal Understanding &amp; Retrieval*</b></p> <p><small>*See Appendix One 'Understanding Retrieval' for further guidance on how to teach skills to support successful retrieval.</small></p>	<p>Understand that a reader needs to interact with a text to understand it fully.</p> <p>Frequently empathise with a character.</p> <p>Identify the main idea/s of a text.</p> <p>Know that many texts have themes.</p> <p>Identify a theme in a text.</p> <p>Know that the organisation and layout of texts vary according to the purpose of the text.</p>	<p>Know that the main idea of a text can be summarised in a sentence.</p> <p>Identify the main idea in paragraphs in a text.</p> <p>Summarise the main idea of the text in a sentence.</p> <p>Discuss the possible theme/s in a text.</p> <p>Make connections with texts of a similar theme.</p> <p>Use the organisation and layout of a text to find specific information.</p> <p>Record key words or information found.</p>	<p>Check understanding in any text read.</p> <p>Actively seek the meaning of any words or language not understood.</p> <p>Ask questions to ensure understanding of a text.</p> <p>Check the meaning of any unfamiliar words through questioning, discussion, or use of dictionaries.</p> <p>Find evidence which shows what the theme is in a text.</p> <p>Explain why the evidence shows what the theme is.</p>	<p>Understand why a character acted, responded or felt in a certain way.</p> <p>Make predictions based on the text and from knowledge of other texts.</p> <p>Understand that a writer wants the reader to respond in a certain way.</p> <p>Explain how the writer cements the reader's response, using evidence from the text.</p> <p>Compare responses with others' personal responses to a text.</p>	<p>Find where the writer has written to make the reader respond in a certain way.</p> <p>Adapt own response in light of others' responses.</p> <p>Infer meaning using evidence from events, description and dialogue.</p> <p>Skim to find specific information on a page or in a paragraph.</p> <p>Scan a page or paragraph to find key words or information.</p>	<p>Ask questions to deepen understanding of a text – between and beyond the lines.</p> <p>Understand why a writer wanted the character to respond in a certain way.</p>

	<p><b>A Year Four reader will learn to:</b></p> <ul style="list-style-type: none"> <li>• Develop their reading retrieval skills, working across a wider range of text types with growing familiarity;</li> <li>• Work with texts of increasing length, to retrieve information across the whole text as well as at a local level;</li> <li>• Skim a whole text first to select which paragraph or section of text an answer may be located in;</li> <li>• Scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary.</li> </ul>					
<p><b>Response To Text*</b></p> <p>*Response to text is an important element in the pupil's repertoire of reading skills. It is less about comprehension of the words on the page, and more about the pupil's reactions and responses to the text and author. This involves the more discursive aspects of reading, when we join together with others and discuss texts. We are asking the reader to have a viewpoint and express and opinion.</p>	<p>Discuss the range of narrative stories introduced so far and consider difference and similarities.</p> <p>Understand that narratives have different plot patterns.</p> <p>Know that the plot develops in different ways according to the plot pattern.</p>	<p>Find similarities in books read.</p> <p>Understand that writers open stories in different ways.</p> <p>Know that words and language in poems create effects.</p>	<p>Find examples of patterned language for effect.</p> <p>Identify words and language that show the setting of a book – historical, cultural or social.</p> <p>Explain the effect created by the poet's choice of words and language.</p> <p>Understand that the meaning of poems can be enhanced through performance.</p> <p>Enjoy watching performances of poems.</p>	<p>Find words and language in reading that writers have used to show atmosphere, mood or feelings.</p> <p>Identify different openings in different books and compare different story openings.</p> <p>Explain the effect of patterned language and why a poet might use it.</p>	<p>Explain how the writer has used words and language to show the setting of a book.</p> <p>Explain how the words and language used show atmosphere, mood or feelings.</p> <p>Record words and language from reading to use in their own writing.</p> <p>Discuss how the meaning of a poem is enhanced through performance.</p> <p>Identify that</p>	<p>Explain why a writer has chosen specific words and language to create mood, atmosphere, or feelings.</p> <p>Find similarities in the use of language and openings in books experienced.</p> <p>Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action.</p>

					intonation, tone, volume and action can be used to enhance meaning.	
	<p><b>A Year Four reader will develop positive attitudes to reading and understand of what they have read by:</b></p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books;</li> <li>• Participating in discussions about both texts that are read to them and those that they can read for themselves (from a wider range of texts), taking turns and listening to what others say;</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally;</li> <li>• Discussing words and phrases - with increasing awareness of authorial choice - which capture their interest;</li> <li>• Identifying how language, paragraph structure and layout contribute to meaning.</li> </ul>					
<p><b>Inferential Reading Skills</b></p> <p><i>*See Appendix Two 'Progression Of Inferential Reading' for further guidance.</i></p>	<p>Identify themes across the text.</p> <p>Draw inferences, such as inferring characters' feelings, thoughts and motives for their actions.</p> <p>Justify inferences with evidence from the text.</p>	<p>Justify inferences with evidence from the text, as a familiar exercise.</p> <p>Predict what might happen from implied details.</p>	<p>Confidently predict what might happen from implied details, using evidence from the text to support their inferences.</p>			
	<p><b>A Year Four reader will develop their inference skills by:</b></p> <ul style="list-style-type: none"> <li>• Using dictionaries with growing independence;</li> <li>• Defining new vocabulary;</li> <li>• Discussing and explaining words and phrases to explore meanings in context.</li> </ul>					
<p><b>Stimuli</b></p> <p><i>*See Appendix Three: Text Map for other linked texts.</i></p>	<p><u>Invasion (History)</u></p> <p><u>Linked text: The Saga Of Erik The Viking</u></p>	<p><u>Misty Mountain, Winding River (Geography)</u></p> <p><u>Linked text: King Of The Cloud Forests</u></p>	<p><u>Ancient Civilisations (History)</u></p> <p><u>Linked text: The Secrets Of The Sun King</u></p>			

**Vocabulary**

- letter
- word
- sentence
- phoneme
- grapheme
- diagraph
- trigraph
- root word
- prefix
- suffix
- analogy
- etymology
- morphology
- pronunciation
- homophone