Year 4 Autumn

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| **Book Talk – Understanding and Discussing** | **Word Meanings/Vocabulary** | **Authorial Intent** |
| * Explain and discuss their understanding of the text (e.g. describing a sequence of events or how a character changes through the story)
* Identify how language, structure and presentation contribute to meaning, including identifying key topics within paragraphs
* Engage with a range of texts, making choices and explaining preferences
* During discussions about texts, ask relevant questions to improve their understanding; take turns and build on what others’ have to say
* Retrieve and record information from a text
* Ask and answer questions appropriately, including some simple inference questions, based on a characters’ feelings, thoughts and motives
* Check that the text makes sense, reading to the punctuation and habitually re-reading
* Listen to and discuss a range of non-fiction texts that are structured in different ways, recognising typical presentational features
* Talk about books read both in and out of school, making textual references
* Use prior knowledge as well as details from the text to form predictions and justify them
* Use relevant quotes to support their answers
 | * Determine the meaning of new words by sometimes applying morphological and etymological knowledge of root words, suffixes and prefixes
* Use dictionaries to check meanings independently
* Use a thesaurus to find synonyms
* Link new meanings to new vocabulary
* Find the meaning of new words using the context of the sentence
 | * Discuss and explain words and phrases that capture the reader’s interest and imagination
* Discuss why words have been chosen and the effect these have
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| **Fluency** | **Poetry and Performing/Oracy** | **Range of Reading/Familiarity of Texts** |
| * Read with fluency a range of age-appropriate texts
* Know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors
* Use punctuation to determine intonation and expression when reading aloud
* Read most common exception words effortlessly
 | * Prepare poems and playscripts to read aloud and perform – demonstrating understanding and showing appropriate intonation and volume when reciting and reading aloud
* Recognise, compare and evaluate several different forms of poetry
 | * Listen to, discuss and express views about a range of texts – beginning to justify comments
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* Engage with a range of texts, making choices and explaining preferences
* Talk about books read both in and out of school, making textual references
* During discussions about texts, ask relevant questions to improve their understanding; take turns and build on what others’ have to say
* Ask and answer questions appropriately, including some simple inference questions, based on a characters’ feelings, thoughts and motives
* Use prior knowledge as well as details from the text to form predictions and justify them
* Use relevant quotes to support their answers
* Retrieve and record information from a text
* Identify main ideas from more than one paragraph
* Infer characters’ feelings, thoughts and motives from their stated actions
* Monitor predictions and compare them with the text as they read on
* Confidently skim and scan text to record details
 | * Determine the meaning of new words by sometimes applying morphological and etymological knowledge of root words, suffixes and prefixes
* Use dictionaries to check meanings independently
* Use a thesaurus to find synonyms
* Link new meanings to new vocabulary
* Find the meaning of new words using the context of the sentence
* Discuss new and unusual vocabulary and clarify the meaning of these
 | * Discuss and explain words and phrases that capture the reader’s interest and imagination
* Discuss why words have been chosen and the effect these have
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| **Fluency** | **Poetry and Performing/Oracy** | **Range of Reading/Familiarity of Texts** |
| * Read with fluency a range of age-appropriate texts
* Read most common exception words effortlessly
* Know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors
* Use punctuation to determine intonation and expression when reading aloud
* Encourage the identification of whole words to improve the automaticity of reading
* Model the use of comprehension to improve the accuracy of reading
 | * Prepare poems and playscripts to read aloud and perform – demonstrating understanding and showing appropriate intonation and volume when reciting and reading aloud
* Recognise, compare and evaluate several different forms of poetry
 | * Listen to, discuss and express views about a range of texts – beginning to justify comments
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Year 4 Spring

Year 4 Summer

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| **Book Talk – Understanding and Discussing** | **Word Meanings/Vocabulary** | **Authorial Intent** |
| * Check that the text makes sense, reading to the punctuation and habitually re-reading
* Explain and discuss their understanding of the text (e.g. describing a sequence of events or how a character changes through the story)
* Identify how language, structure and presentation contribute to meaning, including identifying key topics within paragraphs
* Listen to and discuss a range of non-fiction texts that are structured in different ways, recognising typical presentational features
* Engage with a range of texts, making choices and explaining preferences
* Talk about books read both in and out of school, making textual references
* During discussions about texts, ask relevant questions to improve their understanding; take turns and build on what others’ have to say
* Ask and answer questions appropriately, including some simple inference questions, based on a characters’ feelings, thoughts and motives
* Infer characters’ feelings, thoughts and motives from their stated actions
* Use prior knowledge as well as details from the text to form predictions and justify them
* Monitor predictions and compare them with the text as they read on
* Confidently skim and scan text to record details
* Use relevant quotes to support their answers
* Retrieve and record information from a text
* Identify main ideas from more than one paragraph
* Identify themes from a wide range of books
* Identify and summarise main ideas drawn from more than one paragraph
* Consolidate the skill of justifying points, using specific evidence in the text
* Build on skills developed in year 3 in order to write a brief summary of main points, identifying and using important information
 | * Determine the meaning of new words by sometimes applying morphological and etymological knowledge of root words, suffixes and prefixes
* Use dictionaries to check meanings independently
* Use a thesaurus to find synonyms
* Discuss new and unusual vocabulary and clarify the meaning of these
* Link new meanings to new vocabulary
* Find the meaning of new words using the context of the sentence
* Understand figurative language and shades of meaning
* Explain the meaning of more words in context, with greater precision
 | * Discuss and explain words and phrases that capture the reader’s interest and imagination
* Discuss why words have been chosen and the effect these have
* Identify how language, structure and presentation contribute to meaning
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| **Fluency** | **Poetry and Performing/Oracy** | **Range of Reading/Familiarity of Texts** |
| * Read with fluency a range of age-appropriate texts
* Read most common exception words effortlessly
* Know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors
* Use punctuation to determine intonation and expression when reading aloud
* Encourage the identification of whole words to improve the automaticity of reading
* Model the use of comprehension to improve the accuracy of reading
 | * Prepare poems and playscripts to read aloud and perform – demonstrating understanding and showing appropriate intonation and volume when reciting and reading aloud
* Recognise, compare and evaluate several different forms of poetry
 | * Listen to, discuss and express views about a range of texts – beginning to justify comments
* Identify themes and conventions in a range of texts and begin to make comparisons
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