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 |
| **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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| **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 | |

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 |
| **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 | |