

Reading With Your Child At Home

Year 4



Year 4 Curriculum Expectations:

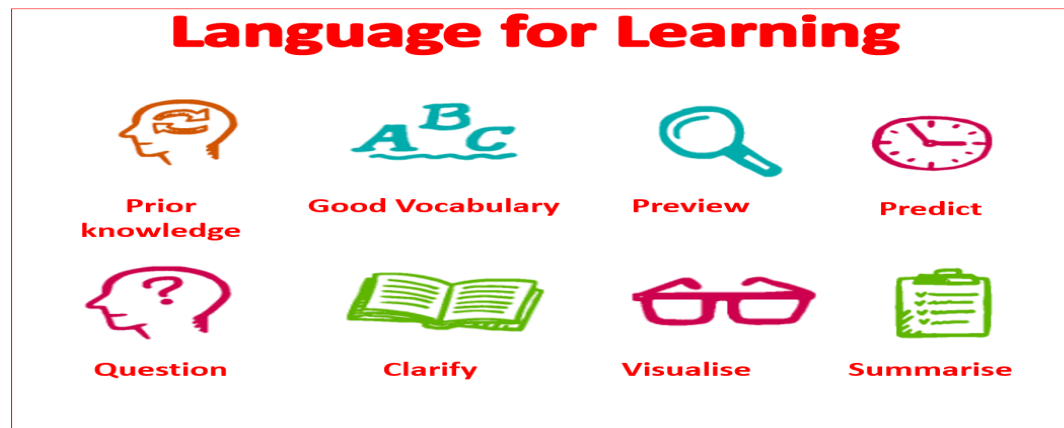
By year 4, pupils should be able to independently, fluently and enthusiastically read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that allows them to focus on understanding what they have read, rather than on decoding individual words. They should be able to decode most new words outside of their spoken vocabulary, making a good attempt at the word's pronunciation. As their decoding skills become secure, efforts should be made to introduce children to new words which will increase their vocabulary. This should be done through discussion and by introducing children to a wide range of texts, including stories, poems, plays and non-fiction pieces on a wide range of subjects. Children in year 4 should be securing the skill of reading silently to themselves.

What this means for parents:

- Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Julia Donaldson.
- Encourage your child to attempt to pronounce new words they see in the environment around them. Discuss tricky parts and model the correct way.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.
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End of Key Stage 2:

At the end of KS2, your child will sit an English Reading Test. This will test your child's understanding of reading and is tested by exploring children's understanding of different strands. At Balby Central Primary we use 'Language for Learning' to ensure that we cover all of these strands and to encourage children to see the links between texts.



Questions to ask....

2a: give/explain the meaning of words in context.

Question starters to ask:

What does this word/phrase/sentence tell you about the character/mood/setting?

By writing this way what effect has been created?

How has the author made you feel?



2b: Retrieve and record information/ identify key details from fiction and non fiction.

Question starters to ask:

Where and when does the story take place?

Where in the text would you find?

Which part of the story best describes?



2c: Summarise the main ideas from more than one paragraph.

Question starters to ask:

What is the main point in this section of text?

Recap[what has happened so far in 20 words.

Which is the most important point in this paragraph?



2d: Make inferences from the text. Explain and justify these with evidence from the text.

Question starters to ask:

What do you these words mean and why has the author chosen to use them?

Can you explain why?

Which words give you the impression that?



2e: Predict what might happen from the details stated and implied

Question starters to ask:

Can you think of another story with a familiar ending/opening/theme?

Why did the author choose this setting?



2f: Explain and identify how information is related and contributes to the meaning of the whole text.

Question starters to ask:

What is similar/different about these 2 characters?

How could this part of the text be improved?

Explain how a character's feelings change throughout the story.



Recommended Reads...

