



Horwich Parish School

Reading in Years Four



At Horwich Parish we aim to nurture a love of reading in order that children become life-long readers. To achieve this, we teach the children to read with fluency, expression and understanding.

Approaches to Reading



At School

Pupils read with the teacher in guided reading session, as a whole class or within groups.

A range of resources, including short texts, are used during these sessions, to facilitate the teaching of skills specified by the National Curriculum.

Pupils are also given opportunities to develop their reading repertoire by selecting books from the school libraries.



At Home

Pupils are encouraged to read longer texts/novels for pleasure at home and record these at the back of the reading journal.

Each week pupils are required to write a short summary of the pages they have read and are provided with reading journal tasks. The tasks given link directly to the National Curriculum.

Teachers record how children respond to each task as part of an on-going assessment of pupils as 'readers.'

Reading targets

Targets are placed in the pupils' reading journals and are highlighted by the teacher to indicate coverage and achievement. Parents are encouraged to support pupils by working on similar targets at home.

Word Reading

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound. (see list)

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

I know which books to select for specific purposes

I can use a dictionary to check the meaning of unfamiliar words. I can discuss and record words and phrases that writers use to engage and impact on the reader.

I can identify some of the literary conventions in different texts.

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I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can explain the meaning of words in context.

I can ask relevant questions to improve my understanding of a text

I can infer meanings and begin to justify them with evidence from the text.

I can predict what might happen from details stated and from the information I have deduced.

I can identify where a writer has used precise word choices for effect to impact on the reader.

I can identify some text type organisational features, for example, narrative, explanation and persuasion.

I can retrieve information from non-fiction texts.

I can build on others' ideas and opinions about a text in discussion

Here are examples of the types of questions you may wish to ask your child to develop their skills as a reader.

Developing Comprehension Skills at Home Year 4

2a	2b	2c
Give/explain the meaning of words in context.	Retrieve and record key information/key details from fiction/ non-fiction.	Summarise main ideas from more than one paragraph.
<p>In this sentence ___ is closest in meaning to...?</p> <p>Explain two things that the words _____ suggest.</p> <p>Find and copy two words that show...</p> <p>Which word best describes...?</p> <p>Find and copy one word that suggests...</p>	<p>Which...? What...?</p> <p>How...? Where...?</p> <p>When...? Why...?</p> <p>Who...? Identify how...</p> <p>Draw a line to match these characters to events.</p> <p>Give two reasons why...</p> <p>Which sentences /statements are true or false? Circle the option to complete the sentence.</p>	<p>What is the main message of the text?</p> <p>Number the sentences below to show the order they happened in the story... report...poem...</p> <p>What happened after?</p> <p>What happened before?</p> <p>Which of these events happened first?</p> <p>Which of these events happened last?</p>