



Year 4 Reading Tracker

Bowerham Primary and Nursery School

Key Learning in Reading: Year 4

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>. Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below). 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts</i>. Regularly listen to whole novels read aloud by the teacher. Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Learn a range of poems by heart and rehearse for performance. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Orally retell a range of stories, including less familiar fairy stories, myths and legends. <p>Understanding the text</p> <ul style="list-style-type: none"> Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>. Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts that they read. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Justify responses to the text using the PE prompt (Point + Evidence). Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals</i>. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text</i>. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Recognise and analyse different forms of poetry e.g. <i>haiku, limericks, kennings</i>. <p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> Prepare for research by identifying what is already known about the subject and key questions to structure the task. Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. Record information from a range of non-fiction texts. Scan for dates, numbers and names. Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. Explain how paragraphs are used to order or build up ideas, and how they are linked. <p>Participating in discussion</p> <ul style="list-style-type: none"> Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. Develop, agree on and evaluate rules for effective discussion. Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i>.



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Key Learning Indicators of Performance in Reading: Word Lists

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	