

Reading Curriculum

Year 4		
Autumn	Spring	Summer
Resilient Romans	Intrepid Explorers	Earthquakes and Volcanoes

There are **8 themes** of learning within the Reading Curriculum for all year groups, outlined below. Within each theme there are **key strands** to break the learning down and give you an understanding of what it means. There are then **specific objectives** as to what **you need to teach** and what **children need to learn**. These are pitched at expected standards.

Theme 1. Develop positive attitudes to reading	Strands: <ul style="list-style-type: none"> - Take pleasure in reading - Read independently and in groups. Enjoy listening to books read to them - Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say - Extend their range of reading 	Theme 2. Skills and strategies to read for understanding	Strands: <ul style="list-style-type: none"> - Use prior knowledge to support understanding - Check that books make sense to them - Ask questions to improve their understanding - Skim, scan and read closely - Use strategies to locate or infer the meaning of unfamiliar words - Annotate text - Visualise their understanding of what they read - Make predictions - Summarise understanding - Adapt reading strategies for different purposes or according to the text type
	Objectives: <ul style="list-style-type: none"> 1.1 - Read independently complete short texts and sections from information books 1.2 - Describe and review their own reading habits 1.3 - Develop their reading stamina as they read longer texts 		Objectives: <ul style="list-style-type: none"> 2.1 - Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text 2.2 - Skim read a text to get an overview of it, scan for key words, phrases and headings. 2.3 - Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning.

			<p>2.4 - Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.</p> <p>2.5 - Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out.</p> <p>2.6 - Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.</p> <p>2.7 - Summarise a sentence or paragraphs by identifying the most important elements.</p> <p>2.8 - Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading.</p>
Theme 3. Understanding vocabulary used in texts	Strands: <ul style="list-style-type: none"> - Build a wide vocabulary - Use a dictionary effectively - Use strategies to locate or infer the meaning of unfamiliar words (also included in the Skills and Strategies strand) 	Theme 4. Express, record and present their understanding	Strands: <ul style="list-style-type: none"> - Develop and express their understanding - Answer questions about a text and record their understanding - Justify their ideas about a text - Annotate the text to support understanding - Demonstrate understanding of stories, poetry and plays through retelling and reciting orally
	Objectives: <p>3.1 - Consider a writer’s use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.</p> <p>3.2 - Investigate the meaning of technical or subject specific words they meet in their reading.</p> <p>3.3 - Locate words in a dictionary by the third and fourth place letters.</p> <p>3.4 - Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference.</p>		Objectives: <p>4.1 - Understand and comment on ideas introduced in a passage or section they’ve read, drawing on evidence from the text to do so.</p> <p>4.2 - Support their ideas about a text by quoting or by paraphrasing from it.</p> <p>4.3 - Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.</p> <p>4.4 - Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.</p> <p>4.5 - Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.</p>
Theme 5.	Strands:	Theme 6.	Strands: <ul style="list-style-type: none"> - Retrieve and record information from texts

<p>Understand the whole text</p>	<ul style="list-style-type: none"> - Identify main ideas and themes in a wide range of books and understand how these are developed over a text - Identify how structure and presentation contribute to meaning - Make comparisons within and across texts - Identify how language contributes to meaning - Evaluate the text 	<p>Retrieve information from texts</p>	<ul style="list-style-type: none"> - Retrieve the meaning of unfamiliar vocabulary where this is explained in the text - Identify how language, structure and presentation contribute to meaning - Ask retrieval questions about a text
	<p>Objectives:</p> <p>5.1 - Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story.</p> <p>5.2 - Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.</p> <p>5.3 - Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.</p> <p>5.4 - Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions.</p>		<p>Objectives:</p> <p>6.1 - Pick out key sentences and phrases that convey important information.</p> <p>6.2 - Take information from diagrams, flow charts and forms where it is presented graphically.</p> <p>6.3 - Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation.</p> <p>6.4 - Use knowledge of different organisational features of texts to find information effectively.</p>
<p>Theme 7. Inferential understanding</p>	<p>Strands:</p> <ul style="list-style-type: none"> - Infer from what characters say and do - Predict what might happen - Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices - Ask inferential questions - Adapt reading strategies in order to make inferences 	<p>Theme 8. Reading to find out</p>	<p>Strands:</p> <ul style="list-style-type: none"> - Retrieve and record information from non-fiction texts - Ask questions to find out - Identify how the structure and presentation of non-fiction texts contributes to meaning - Identify how language ...contributes to meaning - Apply strategies for reading non-fiction texts
	<p>Objectives:</p> <p>7.1 - Use information about characters to make plausible predictions about their actions</p> <p>7.2 - Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set</p>		<p>Objectives:</p> <p>8.1 - Pick out key sentences and phrases that convey important information.</p> <p>8.2 - Take information from diagrams, flow charts and forms where it is presented graphically.</p>

	<p>scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions.</p> <p>7.3 - Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.</p>		<p>8.3 - Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently.</p> <p>8.4 - Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.</p> <p>8.5 - Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information.</p>
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