

Please note: reading skills within LKS2 will be very similar. Progression can be found within the cognitive load of the actual text, the vocabulary used and the type of questioning used.

**DECODING:** Pupils should be taught to: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

YEAR 4	UNDERSTANDING						Strategies
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	The Scarecrow and his Servant	Queen of Darkness	The Iron Man	Beowulf	Varjak Paw	Who let the Gods out?	<b>Reading</b> All children should be encouraging to annotate the text - Follow the text with a pencil, or finger - Underline unknown words - Circle interesting words - Make notes on clues - Summarise in the margin
MONDAY  READING THE TEXT	<p>- To read fluently</p> <p>- To check understanding of the text</p> <p>- To recognise the layout and organisation of particular genres</p> <p>- Checking that the text makes sense to them, discussing their understanding</p> <p>- Identify how language, structure, and presentation contribute to meaning.</p> <p>LO: To read a text fluently</p> <p>LO: To understand meaning within a — text</p> <p>LO: To recognise the layout of particular types of texts</p> <p>Fluency in reading should not be needed to be targeted within year 4. However, some recap may be needed (particularly at the start of the year). If needed this can be recapped within the first half term, Teachers should model reading here to help.</p> <p>Children should also be encouraged to recognise the genre of a text independently</p>	<p>- To recognise the layout and organisation of particular genres</p> <p>- To be able to take notes to aid stamina in reading</p> <p>LO: To recognise the layout of particular types of texts</p> <p>LO: To be able to take notes on a n</p> <p>During this half term, children should be explicitly taught how to take notes on the text.<sup>3</sup></p> <p>This should be done by using 'teacher voice' within the lesson (modelling where necessary).</p>	<p>- To recognise the layout and organisation of particular genres</p> <p>- Identifying themes and conventions in a wide range of books</p> <p>LO: To recognise the layout of particular types of texts</p> <p>LO: To identify the themes within the text</p> <p>Teachers can recap previous skills where necessary.</p> <p>Children should now be able to independently take adequate notes about the text</p> <p>Children should discuss the wider theme within the text. This could take place within a class discussion, partner work or individually</p>	<p>- To recognise the layout and organisation of particular genres</p> <p>- Identifying themes and conventions in a wide range of books</p> <p>- To ask questions based on the text</p> <p>- Ask questions to improve their understanding of a text.</p> <p>LO: To recognise the layout of particular types of texts</p> <p>LO: To identify the themes within the text</p> <p>LO: To ask questions based on the text</p> <p>Teachers can recap previous skills where necessary.</p> <p>Encourage children to respond to what they read by asking questions that they may have. As children practise this skill, they could start to identify what type of question they are asking.</p>	<p>- To recognise the layout and organisation of particular genres</p> <p>- Identifying themes and conventions in a wide range of books</p> <p>- To express an opinion about the text</p> <p>- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>LO: To understand meaning within a — text</p> <p>LO: To recognise the layout of particular types of texts</p> <p>LO: To identify the themes within the text</p> <p>LO: To express an opinion on the text</p> <p>Teachers can recap previous skills where necessary.</p> <p>Children should be encouraged to express simple opinions on the text. Children should be pushed further to state a reason using evidence from the text (I like this character because she is very kind. I know this because she helped her friend)</p>	<p>-- To recognise the layout and organisation of particular genres</p> <p>- Identifying themes and conventions in a wide range of books</p> <p>- To express an opinion about the text</p> <p>LO: To understand meaning within a — text</p> <p>LO: To recognise the layout of particular types of texts</p> <p>LO: To identify the themes within the text</p> <p>LO: To ask questions based on the text</p> <p>LO: To express an opinion on the text</p> <p>Teachers can use this half term to recap any previous skills in which the class of year group need more work on, to the lead up to year five.</p>	<p><b>Retrieval</b></p> <p>- Read the question word carefully, and circle it.</p> <p>- Skim and scan for the information in the text</p> <p>- Read around the information to find your answer</p> <p>- Check to see if the question has been answered.</p> <p><b>Word meaning</b></p> <p>Working out the meaning of unknown words by...</p> <p>- Morphology of the word (prefix, suffix, root word)</p> <p>- Word class</p>

	<p>using common presentational features. This knowledge should change how the children read the text.<sup>2</sup></p>						<ul style="list-style-type: none"> <li>- Word families</li> <li>- Have they heard the word before?</li> <li>- How is it used within the sentence? (context).</li> </ul> <p><b>INFERENCE</b></p> <ul style="list-style-type: none"> <li>- Encourage children to find clues as they read about different characters.</li> <li>- Encourage children to question as they are reading (what does this mean...how can I tell that).</li> </ul> <p>Use PEE when using evidence  P - Point  E - Evidence  E - Explanation</p>
<p><b>TUESDAY</b></p> <p><b>WORD MEANING FOCUS</b></p>	<p>To work out the meaning of words in context</p> <ul style="list-style-type: none"> <li>- Use dictionaries to check the meaning of unknown words</li> </ul> <ul style="list-style-type: none"> <li>- Discuss their understanding and explaining the meaning of words in context.</li> <li>- Using dictionaries to check the meaning of words that they have read.</li> </ul> <p>LO: To be able to explain the meaning of unknown words  LO: To use dictionaries to check the meaning of words</p> <p>This should be primarily done through word meaning questions, but can also be completed during discussion time about the text. Dictionaries can be used to check the meaning of unknown words (pay particular</p>	<p>To work out the meaning of words in context</p> <ul style="list-style-type: none"> <li>-- Use dictionaries to check the meaning of unknown words</li> </ul> <ul style="list-style-type: none"> <li>- Discuss their understanding and explaining the meaning of words in context.</li> <li>- Using dictionaries to check the meaning of words that they have read.</li> </ul> <p>LO: To be able to explain the meaning of unknown words  LO: To use dictionaries to find and check the meaning of words</p> <p>This should continue to be done through word meaning questions. However, discussion should now happen before the dictionaries are used. Teachers should start to see</p>	<p>To work out the meaning of words in context</p> <ul style="list-style-type: none"> <li>- Discuss their understanding and explaining the meaning of words in context.</li> </ul> <p>LO: To be able to explain the meaning of unknown words</p> <p>Teacher should now explicitly teach strategies for working out the meaning of unknown words.</p> <ul style="list-style-type: none"> <li>- Prefixes, suffixes, root words</li> <li>- Word families</li> <li>- Word class</li> <li>- Context of the word (within the sentence)</li> <li>- Synonyms and antonyms</li> </ul> <p>These skills can be used within the daily retrieval tasks to help embed the ideas.</p> <p>ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN</p>	<p>To work out the meaning of words in context</p> <ul style="list-style-type: none"> <li>- Discuss their understanding and explaining the meaning of words in context.</li> </ul> <p>LO: To be able to explain the meaning of unknown words</p> <p>Previous learning should be recapped within this half term to embed the ideas.</p> <p>ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY</p>	<p>- To work out the meaning of words in context</p> <ul style="list-style-type: none"> <li>- To explain the effect of certain words and phrases</li> </ul> <ul style="list-style-type: none"> <li>- Discuss words and phrases that capture the reader's interest and imagination</li> </ul> <p>LO: To be able to explain the meaning of unknown words  LO: To be able to explain the effect of certain words/phrases</p> <p>Previous learning should be recapped within this half term so to embed the ideas.</p> <p>ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY</p> <p>These types of questions should now be mixed within the word meaning questions. Children should think what that word may suggest about a character etc. This can be closely linked with inference.</p> <p>ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY</p>	<p>To work out the meaning of words in context</p> <ul style="list-style-type: none"> <li>- To explain the effect of certain words and phrases</li> </ul> <ul style="list-style-type: none"> <li>- Discuss words and phrases that capture the reader's interest and imagination</li> </ul> <p>LO: To be able to explain the meaning of unknown words  LO: To be able to explain the effect of certain words/phrases</p> <p>Previous learning should be recapped within this half term so to embed the ideas.</p> <p>ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY</p>	

	<p>attention to word class and synonyms within the dictionary).</p> <p>ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY</p>	<p>if children understand terminology (word class, word families, context synonyms, antonyms etc). If children are unsure then this should be taught now.</p> <p>ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY</p>	<p>RETRIEVAL TASKS TO EMBED VOCABULARY</p>				
<p>WEDNESDAY</p> <p>RETRIEVAL / SUMMARISING</p>	<p>To retrieve information within fictional and non-fictional texts</p> <p>Retrieve and record information from non-fiction</p> <p>LO: To retrieve information within a ____ text</p> <p>Children show this skill through answering questions based on the particular text. Children should be encouraged to skim and scan answers within the text, (questions will have to have a part of the text written within them). Within the first half term literal retrieval questions should be asked, (who, where, when etc).</p>	<p>To retrieve information within fictional and non-fictional texts</p> <p>Retrieve and record information from non-fiction</p> <p>LO: To retrieve information within a ____ text</p> <p>Children should now start to be encouraged to answer more complex retrieval questions.</p>	<p>-To retrieve information within fictional and non-fictional texts</p> <p>-To summarise main ideas within the text</p> <p>-Retrieve and record information from non-fiction</p> <p>-Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>LO: To retrieve information within a ____ text</p> <p>LO: To summarise main ideas within the text</p> <p>Retrieval skills should still be taught through questioning however, summarising should be introduced through questions. You could do this on alternative weeks, or if retrieval still needs practise then this should take priority.</p>	<p>-To retrieve information within fictional and non-fictional texts</p> <p>- To summarise main ideas within the text</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>LO: To retrieve and summarise information within a ____ text</p> <p>Questioning for retrieval and summarising can now be mixed within the same day, so that children can recognise what type of question is being asked. If a teacher believes that one skill needs more work then more work can be given to that individual skill.</p>	<p>To retrieve information within fictional and non-fictional texts</p> <p>To summarise main ideas within the text</p> <p>-Retrieve and record information from non-fiction</p> <p>- Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>LO: To retrieve information within a ____ text</p> <p>LO: To summarise main ideas within the text</p> <p>LO: To summarise and retrieve information within a ____ text</p> <p>Previous learning should be recapped within this half term to embed the ideas.</p> <p>If any one particular skill is needed here, then teachers can choose to focus on what is needed in order to make sure children are ready for year five.</p>		

<p>THURSDAY</p> <p>INFERENCE / PREDICTION</p>	<p>To draw inferences</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>LO: To draw inferences within a ____ text</p> <p>The meaning of the word 'inference' should be recapped here so children understand what is expected of them.</p> <p>Children should answer simple questions and be encouraged to look for clues in the text, but questions should not ask for justification.</p>	<p>- To draw inferences</p> <p>- Use evidence to support your views</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>LO: To draw inferences within a ____ text</p> <p>LO: To use clues in the text to support inferences.</p> <p>This should be taught through inference questions. Children should now be encouraged to use clues to support their inference, this can be evidenced through the questions they answer.</p> <p>Which bit of the text tells us...? What is the evidence in the text that...? What clues are there to tell us this...?</p> <p>The PEE technique should be used to show children how to structure answers.</p>	<p>- To draw inferences</p> <p>- Use evidence to support your views</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>LO: To draw inferences within a ____ text</p> <p>LO: To use clues in the text to support inferences.</p> <p>Previous learning should be recapped within this half term to embed the ideas.</p>	<p>- To draw inferences</p> <p>- Use evidence to support your views</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>LO: To draw inferences within a ____ text</p> <p>LO: To use clues in the text to support inferences.</p> <p>Previous learning should be recapped within this half term to embed the ideas.</p>	<p>- To draw inferences</p> <p>- To draw inferences based on evidence</p> <p>- To make predictions based on the text</p> <p>Predict what might happen from details stated and implied.</p> <p>LO: To draw inferences within a ____ text</p> <p>LO: To use clues in the text to support inferences.</p> <p>LO: To predict what might happen within a text.</p> <p>Prediction questions should now be combined with inference questions to test knowledge, Children should be encouraged to explain their predictions using the text within questions.</p>	<p>- To draw inferences</p> <p>- To draw inferences based on evidence</p> <p>- To make predictions based on the text</p> <p>LO: To draw inferences within a ____ text</p> <p>LO: To use clues in the text to support inferences.</p> <p>LO: To predict what might happen within a text.</p> <p>Previous learning should be recapped within this half term to embed the ideas. If more practise is needed on inference then this should be a focus.</p>	
<p>FRIDAY</p> <p>STAMINA FOCUS 'MYSTERY TEXT'</p>	<p>To build stamina</p> <p>To build fluency</p> <p>LO: To answer mixed questions based on the text</p> <p>LO: To check the understanding of the text</p> <p>LO: To recognise the layout and organisation of</p>	<p>To build stamina</p> <p>To build fluency</p> <p>LO: To answer mixed questions based on the text</p> <p>Children should continue to answer mixed questions</p>	<p>To build stamina</p> <p>To build fluency</p> <p>LO: To answer mixed questions based on the text</p> <p>Children should continue to answer mixed questions</p>	<p>To build stamina</p> <p>To build fluency</p> <p>LO: To answer mixed questions based on the text</p> <p>Children should continue to answer mixed questions based</p>	<p>To build stamina</p> <p>To build fluency</p> <p>LO: To answer mixed questions based on the text</p> <p>Children should continue to answer mixed questions based on the</p>	<p>To build stamina</p> <p>To build fluency</p> <p>LO: To answer mixed questions based on the text</p> <p>Children should continue to answer mixed questions based on the text. These questions can</p>	

	<p><i>particular genres</i>  LO: To identify themes and conventions in a wide range of books  LO: To ask questions based on the text  LO: To express an opinion about the text</p> <p>Children should be introduced to a 'mystery text,' and mixed questioning based on the text. These questions must demonstrate how many marks is on offer.  Children should be encouraged to identify what type of question is being asked.</p> <p>If fluency and stamina, is something that the class/year group struggle with then you can use this time to go through the skills mentioned within the 'Monday' lesson. This does not have to be evidenced within books within this half-term.</p>	<p><i>based on the text.</i>  These questions can get progressively harder as the weeks go on.  If you find the class struggles with a certain strand, then this may be targeted within the questioning.</p>	<p><i>based on the text.</i>  These questions can get progressively harder as the weeks go on.  If you find the class struggles with a certain strand, then this may be targeted within the questioning.</p>	<p><i>on the text.</i> These questions can get progressively harder as the weeks go on.  If you find the class struggles with a certain strand, then this may be targeted within the questioning</p>	<p><i>text.</i> These questions can get progressively harder as the weeks go on.  If you find the class struggles with a certain strand, then this may be targeted within the questioning</p>	<p><i>get progressively harder as the weeks go on.</i>  If you find the class struggles with a certain strand, then this may be targeted within the questioning</p>
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By the end of year four children should...

- Be able to annotate the text independently and successfully.
- Be very confident in identifying the genre of the text
- Be able to discuss texts at length, discussing their own opinions.
- Be very confident in their retrieval skills
- Know the strategies needed to find the meaning of unknown words
- Be able to infer information with more confidence, beginning to use evidence to back up your view.