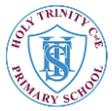




**Holy Trinity CofE Primary School**  
**Reading Curriculum Overview – Year 4**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Decoding</b>	<b>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</b>					
	<b>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</b>					
	<b>Read and take in to account punctuation.</b> <i>How does punctuation help you read? (pausing, voice inflection etc.) How should we read this (phrase, sentence etc.)?</i>					
				<b>I can identify unusual correspondences and identify where these occur in the word in relation to the Y3/4 common exception words.</b>		
<b>Fluency</b>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. (Evidenced in vocabulary session of weekly GR)					
<b>Vocab</b>	<b>Use a range of techniques to explore the meaning of new words in context: discussion, scaling, antonyms/synonyms, dictionary, examples and non-examples, word structure analysis and word mapping.</b>					
<b>Retrieval</b>	<b>Locate information confidently and efficiently by skimming and scanning.</b> <i>Who . . . ? What . . . ? Where . . . ? When . . . ? Why . . . ? How . . . ? (Where the answer is taken directly from the text).</i>					
	<b>Record and retrieve information from non-fiction texts.</b>					
<b>Inference</b>	<b>Distinguish between fact and opinion.</b>					
	<b>Draw inferences and justify these with evidence from the text.</b>					
	<b>Refer to texts to support my ideas and opinions.</b>					
	<b>Discuss messages, moods, feelings and attitudes using inference and deduction.</b>					
	<i>How were the characters feeling in the book? How do you know? Why do you think the character felt _____ or acted _____?            What kind of character is _____? How did the author show what this character is like? Why did the character _____?            How do you know? What pictures helped you know _____? How did the pictures help you? How did the author show _____?            Why do you think _____? How did the character change from _____ to _____? Why? What caused _____ to happen?            What was the effect? What do you think (character) was thinking? Why?</i>					
	<i>Make connections across contexts, stories and books.            How are the characters the same as you? What does this story remind you of? Can you think of another book that is similar to this one?            How is the (topic, characters, ending) similar to (title of another book)? How is the character the same in this book as in previous books?            What connection can you make (personal, text)? What are some similarities and differences between the adventures and experiences of characters in stories?</i>					
<b>Prediction</b>	Predict what might happen from clues in what I have read.					



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	<i>How do you think the book will end? Based on what you know, what might happen next? After reading the text, predict what might happen next. What clues helped you with this prediction?</i>	
<b>Summary</b>	<i>Summarise the main points of an argument or discussion. What is the main idea of the story (central message or lesson of the story)? What are some key details from the story? Retell the events from the text in the order that they happened including the characters, setting, problem, and solution. What was the problem in the story? How did the characters solve the problem? How did the story end? What happened before or after _____? What new information did you learn about _____? Who is telling the story?</i>	
<b>Author Intent</b>		<i>Explain how words and phrases capture the reader's interest and imagination. What did the author do to make the characters or situation interesting?</i>
		<i>Begin to find meaning beyond the literal. Find and comment on examples of how authors express different moods. What was funny in the book? How do you know? What do you notice that made the story funny or surprising?</i>
<b>Discuss it</b>	<i>Explain and discuss my understanding of what has been read.</i>	<i>Explain and discuss my understanding of what has been read, taking turns and listening to what others say.</i>
	<i>Discuss messages, moods, feelings and attitudes using inference and deduction.</i>	<i>Provide reasoned justifications for my views.</i>