

Reading at School

Year 4



To meet the expected standard by the end of Year 4, your child will be learning through our Learning Objectives. These are written in 'child friendly' speech. Here are some of the key Learning Objectives:

- I can use a contents page, index, chapters, glossary and headings to get the information that I need.
- I can use pauses and body language when reading aloud.
- I can use a dictionary to look up unknown words reading or spellings.
- I can justify my predictions about a text by what I have noticed so far.
- I can compare similarities and differences in books I have read.
- I can talk about the writer's choice of words and what it made me think or feel.

How we support reading in school:

- Reading is embedded as a skill that is learnt across the curriculum.
- We have access to (for phonics) Bug Club, Jelly and Bean, Big Cat Phonics and other similar books where they may be required.
- At times, in their English, specific lessons will be taught on Reading objectives and allowing time to practise and consolidate them.
- Using rich and exciting texts.
- Reading aloud with expression and intonation. E.g. using different voices for characters, narration, using clues from punctuation. Example: Leaning in, he whispered under his breath, "Do not enter."
- Encouraging the children to read as much as possible across the curriculum.
- Reading VIPERS - Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise.

Reading at Home



Make reading fun by:

- Reading at home needs to be fun, something you both enjoy, a time for talk and laughter.
- Find a comfortable quiet place to read together.
- If your child starts to feel restless take a break and you could take over reading some of the story aloud yourself to keep it fun. 10-15 minutes a day is a great amount of time to read.
- These websites are helpful too and share information about age appropriate books to read with your child. - <http://www.booktrust.org.uk/books/children/great-books-guide/>

Talk about reading:

- There are prompt questions at the back of their Reading Journal to help you.
- Encourage your child to read different types of stories and texts such as; websites, recipes, road signs, newspapers, magazines, fiction and non-fiction texts.
- If your child is struggling with a new word, you could look up the meaning in a dictionary together.
- Encourage your child to use their knowledge of root words, prefixes (added on a beginning of words e.g. in, un,) and suffixes (added on at the end of words e.g. ment, less, ful, ly, ed, tion, ing) to help them work out meaning. E.g. Root word is 'invent'. The word they have read is 'invent^{ed}' with a different suffix. What could invent^{ed} mean?

Recommended reading for Year 4

A Caribbean Dozen	John Agard & Grace Nicholls
Mufaro's Beautiful Daughters	John Steptoe
Beowulf	Kevin Crossley-Holland
The Firework-Maker's Daughter	Philip Pullman
The Dragon's Child	Jenny Nimmo
The Ghost Blades	Anthony Masters
Sara, Plain and Tall	Patricia MacLachlan
Smart Girls	Robert Leeson
Brother Eagle, Sister Sky	Susan Jeffers & Chief Seattle
Robi Dobi	Madhur Jaffrey
The Reluctant Dragon	Kenneth Grahame
Flow	Pippa Goodhart
Dragon Poems	John Foster & Korky Paul
The Crazy Shoe Shuffle	Gillian Cross
The Sea Piper	Helen Cresswell
The Chocolate Touch	Patrick Skene Catling
Spacebaby	Henrietta Branford
Gregory Cool	Caroline Binch
A Pot of Gold	Jill Bennett
Fog Hounds Wind Cat Sea Mice	Joan Aiken
The Clothes Horse	Allan Ahlberg
It Was A Dark and Stormy Night	Allan Ahlberg
The Dancing Bear	Michael Morpurgo
The Demon Headmaster	Gillian Cross
Dog So Small	Phillipa Pearce
Emil and the Detectives	Erich Kastner
The Iron Man	Ted Hughes
The Lion, The Witch and The Wardrobe	C S Lewis
Little House on the Prairie	Laura Ingalls Wilder
Mrs Frisby and the Rats of Nimh	Robert C O'Brien
Stig of the Dump	Clive King
A Child's Garden of Verse	Robert Louis Stevenson
Greek Myths for Young Children	Marcia Williams
The Orchard Book of Creation Stories	Margaret Mayo & Louise Brierley

Some of these books you may need to share the reading with them, but the story should be accessible to them.