



# FAIRLANDS PRIMARY SCHOOL & NURSERY

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## *Reading Expectations in Year 4*



*A quick guide to reading at  
school and home.*

## Expectations for Reading in Year 4

By the end of Year 4, children will be assessed as working towards, meeting or securing their age related expectations.

### Guided Reading in Year 4:

Children take part in Guided Reading sessions three times per week.

Children will read once a week to an adult within a Guided Reading session.

### Reading at home

It is expected that children read at least three times a week, and ideally five times, for at least 10-20 minutes. Children may read to themselves or aloud to an adult or older sibling. Children's Reading Records are to be completed each time they read, either by the child if they have read independently, or by the adult or sibling they have read to.

Children can read their school book, a book with suitable challenge that they want to read for pleasure or a book assigned by the teacher through Bug Club. Reading of newspapers, comics, magazines, non-fiction texts on subjects of interest to the child, etc. will always be encouraged and may also be recorded in the Reading Record. Sometimes specific homework may be set that requires children to read something in particular, with a follow up task.

### Year 4 Word Reading Meeting Expectations

Children are expected to be able to apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. They should read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Children attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### Year 4 Reading Comprehension Meeting Expectations

Children are expected to use dictionaries to check the meaning of unfamiliar

words and discuss and record words and phrases that writers use to engage and impact on the reader. Children should know and recognise some of the literary conventions in text types covered and begin to understand simple themes in books. They can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Children are expected to be able to explain the meaning of words in context, ask questions to improve understanding of a text and infer meanings. They should begin to justify them with evidence from the text. They should predict what might happen from details stated and deduced information, making connections with prior knowledge and experience. Children identify how the writer has used precise word choices for effect. They can retrieve and record information from non-fiction and explain why text types are organised in a certain way. Children should begin to build on others' ideas and opinions about a text in discussion.

#### Year 4 Reading Securing Expectations

Children are expected to be able to locate and use information from a range of sources, both fiction and non-fiction. They should skim, scan and organise non-fiction information under different headings. They should be able to compare fictional accounts in historical novels with the factual account and appreciate the bias in persuasive writing, including articles and advertisements.

Children can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce and compare the language in older texts with modern Standard English. They should use inference and deduction to work out the characteristics of different people from a story and refer to the text to support predictions and opinions.

Children should be able to recognise complex sentences and show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest.

### Recall Questions

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?

### Analytical Questions

- What makes you think that?
- What words give you that impression?
- How do you feel about...?
- Can you explain why ...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?
- Has the author used adjectives to make this character funny?
- Why did the author choose this setting?

### Questions requiring synthesis

- What is your opinion? What evidence do you have to support your view?
- Using all the evidence available, can you tell me what you feel about...?
- Given what you know about ... what do you think?
- How would the views put across in this text affect your views on...?
- What would this character think about...? (Possibly a present day issue)

### Simple comprehension questions

- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and/or phrases do this?
- What part of the story do you like best?

### Application Questions

- Can you think of another story which has a similar theme; eg. good over evil; weak over strong; wise over foolish?
- Do you know of another story which deals with the same issues; eg. social; moral; cultural?
- Which other author handles time in this way; eg. flashbacks; dreams?
- Which stories have openings like this?

### Evaluation questions

- What makes this a successful story?
- What opinion do you have to justify your opinion?
- Does it work?
- Could it be better? How?
- Is it as good as...?
- How is it similar to...?
- How is it different to...?
- Is it as good as...?
- Which is better and why?