

Year 4 Reading Curriculum Map

Autumn Term	Spring Term	Summer Term
National Curriculum- Word Reading		
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)both to read aloud and to understand the meaning of the new words they meet.		
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
National Curriculum- Comprehension		
Develop positive attitudes to reading and understanding of what they read by:		Understand what they read, in books they can read independently, by:
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books		Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
Reading books that are structured in different ways and reading for a range of purposes		Asking questions to improve their understanding of a text
Using dictionaries to check the meaning of words that they have read		Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally		Predicting what might happen from details stated and implied
Identifying themes and conventions in a wide range of books.		Identifying main ideas drawn from more than one paragraph and summarising these
Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		Identifying how language, structure, and presentation contribute to meaning
Discussing words and phrases that capture the reader's interest and imagination		
Recognising some different forms of poetry (eg free verse, narrative poetry)		
Retrieve and record information from non-fiction		
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.		
RWI		
Will be used as a ' catch-up' programme for those children new to English . An adapted version of RWI techniques will be used for those children still needing input with their phonetical knowledge.		
Spytime		
Can discuss reasons for actions and events based on evidence in the text.	Can sometimes empathise with different characters' point of view in order to explain what characters are thinking / feeling and the way they act.	Can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).
Can discuss how characters are built from small details.	Can comment on the author's choice of language to create mood and build tension	Can recognise how a character is presented in different ways and respond to this with reference to the text.
Can explore potential meanings of ambitious vocabulary (WOW Words) read in context (using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word).	Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations	When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence.
	Can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions).	Is beginning to distinguish between fact and opinion in texts.
		Can use clues from action, description and dialogue to establish meaning
		Is beginning to identify differences between different fiction genres.
		Is beginning to read between the lines to interpret meaning and / or explain what characters are thinking / feeling and the way they act.
Fluency		
Can read most of the yr4/5high frequency words	Can read all Y4 / 5 high frequency words.	100-110 + Words per Minute with Intonation at Silver Secure
Can read independently using a range of strategies appropriately, including decoding, to establish meaning.	Can read aloud with intonation and expression, taking into account higher standard punctuation, including ... () -	
Can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas (" ")for dialogue.	Can locate information by skimming (for a general impression) and scanning (to locate specific information).	
Read a passage of 80-90+ words per minute at Silver Beginning with intonation	Read a passage of 90-100+ words per minute at Silver Within	
Book Band and Home reading		
Silver within moving towards Silver Secure	Silver Secure moving towards Free choice	Free choice