

In Year 4, the children will be taught the following objectives:

Year 4 Word Reading

Read words containing common prefixes, e.g. sub-, inter-, super-, anti-, auto-. Read words containing common suffixes, e.g. -tion/-sion/-ssion/-cian.

Read further exception words, e.g. disappear, increase, important, probably, actually, pressure, various, occasion, mention, position, question, weight, eight, eighth, height, business, busy, bicycle, medicine, centre, centurym, certain, circle, decide, notice, recent, exercise, experience, sentence, accident, caught, naughty, answer, build, February, guard, guide, minute, library, reign, length, knowledge, suppose, surprise, opposite

Identify the unusual correspondences between spelling and sound in the common exception words.

Identify some similarities/connections between two texts (e.g. similarities in plot, topic, books by the same author/about the same character).

Orally retell a range of familiar books, including fairy stories, myths and legends, by recalling the main points in sequence. Identify the themes within a book (e.g. the triumph of good over evil, friendship)

Identify basic conventions of some text types (such as the greeting in letters, the use of presentational devices such as numbering in instructions).

Recognise an increasing number of different forms of poetry e.g. rap, narrative poems, limericks.

Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Use a dictionary or a glossary to check the meaning of words that I have read.

Year 4 Comprehension

Identify the main ideas drawn from more than one paragraph.

Summarise a group of paragraphs.

Make simple comments about a text that demonstrate a understanding of the text (comments are supported by some generally relevant textual reference or quotation).

Ask questions to improve my understanding of a text.

Make inferences about characters' feelings and thoughts from their actions (e.g. 'Tim picked the toy up from the shelf and looked over his shoulder.' What do you think Tim is thinking?).

Justify inferences about characters' feelings and thoughts with a single piece of evidence which I explain simply (e.g. 'Because he looked to see if anyone was watching him' which shows that... / which means that...).

Predict what might happen from details stated and implied.

Identify basic, effective features of language that may capture the reader's interest and imagination and discuss what effective they may have on the reader (e.g. 'disgraceful is a good word to use as it shows the reader that he is very upset').

Explain how the structure and presentation of a text contribute to its meaning (e.g. how a conclusion and introduction link together in a text).

Use a content page to retrieve information from a non-fiction book.

Discuss and express views about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (both those that are read to me and those that I can read for myself).