



ST SIMON &
ST JUDE
C of E PRIMARY
SCHOOL



How to help with Reading in Year 4

Parent advice booklet



National Curriculum Expectations Year 4

By year 4, pupils should be able to

- Independently, fluently and enthusiastically read books written at an age-appropriate interest level.
- read books accurately and at a speed that allows them to focus on understanding what they have read, rather than on decoding individual words.
- decode most new words outside of their spoken vocabulary, making a good attempt at the word's pronunciation.
- As their decoding skills become secure, efforts should be made to introduce children to new words which will increase their vocabulary. This should be done through discussion and by introducing children to a wide range of texts, including stories, poems, plays and non-fiction pieces on a wide range of subjects.
- Secure in the skill of reading silently to themselves.

What does this mean for parents?

<p>Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles</p>	<p>Encourage your child to attempt to pronounce new words they see in the environment around them. Discuss tricky parts and model the correct way.</p>
<p>Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.</p>	<p>Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.</p>

HOW CAN YOU HELP?



- ⦿ Read to
- ⦿ Read with
- ⦿ Discuss & ask questions
- ⦿ Library use
- ⦿ Role models – seeing others reading
- ⦿ Audio books
- ⦿ Reading for purpose – menus, shop labels, signposts, instruction manuals, etc.
- ⦿ Reading for pleasure – poetry, fiction, non-fiction.
- ⦿ Using the contents page and index in books with your child.

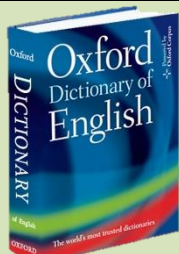




You can find magic
wherever you look.
Sit back and relax,
all you need is a book.
Dr. Seuss



In the table below, all the learning objectives for the children (green column) have been matched with questions which you can ask at home (purple column). You can choose which one you want to work on with your child. Don't try and do too much in one go. Talking about books, stories, facts and poetry is as good as listening to a child read. You can combine it with research for homework for example.

Please ask your child's teacher if you need any more ideas.

<u>Year 4 expectation</u>	<u>What you can do to help</u>
Apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	Can you find a word which begins with the prefix dis-? What does the prefix anti- mean? So what could this new word mean?
Develop positive attitudes to reading and an understanding of what they have read	What happened in your story? What kind of text would you like to read next? 
Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books	What did you think about...? Shall we go and watch a play about...? Have you ever read a... Poem? 
Use dictionaries to check the meaning of words they have read	I'm not quite sure what it means either – shall we use a dictionary?



<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p>	<p>What genre is this text? What happens in the story of...? Do you know any myths? Could you tell.... A bedtime story?</p>
<p>Identify themes and conventions within texts</p>	<p>What message do you think this story is trying to tell us?</p>
<p>Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Would you like to read a poem to us after dinner? This part of the script is a troll speaking; how might they say it?</p> 
<p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>What an interesting use of words; why do you think the author chose those?</p>
<p>Recognise some forms of poetry, e.g. Free verse, narrative poetry</p>	<p>Do you know what kind of poem this is? What can you see?</p>
<p>Check that the text makes sense to them</p>	<p>What do you think that is saying?</p>
<p>Explain the meaning of new words in context</p>	<p>What does... Mean? I'm not quite sure. I thought it meant...</p>
<p>Ask questions to improve their understanding of the text</p> 	<p>Is there anything you want to ask that you're not sure about?</p>
<p>Draw inferences, such as inferring characters' feelings, thoughts and motives</p>	<p>How do you think... Is feeling? What makes you think that? Why did he make that choice?</p>

<p>Predict what might happen from the details stated and implied</p>	<p>If they..., what might they do next? Who could it be? What makes you think that?</p>
<p>Identify the main ideas drawn from more than one paragraph and summarise these</p>	<p>So, what has this part of the story been about? Have you spotted a theme in the story?</p>
<p>Identify how language, structure and presentation contribute to meaning</p>	<p>Why do you think the author has used... In the text?</p> 
<p>Retrieve and record information from non-fiction</p> 	<p>Can you find the part where...? Which part tells you about...?</p>
<p>Participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say</p>	<p>Would you like me to read this page? What did you think of...? I thought that... Do you think... Would like this book? What makes you think that?</p>

#Reading is for Everyone

