



In Reading Lessons we will teach:

- **(WRW 1)** I can apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- **(WRW 2)** I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- **(RCo 1)** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- **(RCo 2)** reading books that are structured in different ways and reading for a range of purposes.
- **(RCo 4)** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- **(RCo 5)** identifying themes and conventions in a wide range of books.
- **(RCo 7)** discussing words and phrases that capture the reader's interest and imagination.
- **(RCo 8)** recognising some different forms of poetry [for example, free verse, narrative poetry].
- **(RCo 9)** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- **(RCo 10)** asking questions to improve their understanding of a text.
- **(RCo 11)** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- **(RCo 12)** predicting what might happen from details stated and implied.
- **(RCo 13)** identifying main ideas drawn from more than one paragraph and summarising these.
- **(RCo 14)** identifying how language, structure, and presentation contribute to meaning.
- **(RCo 15)** I can retrieve and record information from non-fiction.
- **(RCo 16)** I can 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.

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(RCo 3) and **(RCo 6)** can be taught through English lessons (playscript unit), spelling sessions and presentations.

Principles of Reading Lessons in Year 4

- The intent of Reading in Year 4 is to prioritise the children's fluency and comprehension. By the time the pupils move to Year 5, fluency ought not to be an issue for the vast majority of the children.
- There must be a clear focus on hearing every child read aloud once a week, taking note of the rhythm used by the pupils, the negotiation of punctuation and how understanding is transmitted through reading aloud.
- The children must be exposed to a wide range of fairy stories, myths and legends, fiction, poetry, and non-fiction appropriate to Year 4. **(RCo 1) (RCo 2) (RCo 4) (RCo 8)**
- Most of the children in the class will find the text accessible, challenging and engaging. The minority who find the text particularly troublesome will receive intervention beyond the reading lesson or are catered for at points within the reading lesson outline below.

Structure of Whole Class Reading Lessons	
Part 1	Vocabulary Review the ‘trickiest’ words and phrases from today’s text by exploring their meaning – visual, auditory and ‘tactile’ approaches can work well here. Reinforce these words outside of reading lessons. (E.g. in other lessons, on working walls etc.) Consider how these words capture the imagination. (RCo 7) Occasionally, unusual vocabulary may <i>not</i> be introduced early, allowing the children a chance to infer from elsewhere in the sentence what the new word might mean.
Part 2	Target-related focus question - Choose one area as your teaching focus. Create one high-quality question in this area. Use any one of the codes: (RCo 5) (RCo 9) (RCo 11) (RCo 12) (RCo 13) (RCo 14) (RCo 15) (RCo 16) - At this point, simply give the pupils the question. They will, as they read, notice that they have found some information to help them answer the question. - Keep in mind the weighted nature of the following targets: (RCo 9) (RCo 11) (RCo 13) (RCo 14) and (RCo 15) and revisit these questions more often both here and in Part 6.
Part 3	Read to the class, modelling expression and inference. - Be the magic carpet! Your storytelling can transport them into the scene. - Model intonation and nuanced expression –helping them to do the same when it’s their turn. Activity <u>1-minute retrieval quiz.</u> (Halfway through the lesson’s text, give the pupils a series of multiple choice questions for pupils to answer.) (RCo 15)
Part 4	Children Read Out Loud - Give a variety of pupils an opportunity to read out loud, practicing the intonation and expression that you have been modelling. E.g. <i>“Shema, read that line again, but this time really convince us that your life is on the line.”</i> (WRW 1) Activity <u>Quick-fire round of ‘find and copy’.</u> Approximately 5 questions in 5 minutes – children record their answers in their books. E.g. <i>“Find and copy one word from the 3rd paragraph which tells us that Maria is beginning to have second thoughts about her decision to enter the woods.”</i> (RCo 15)
Part 5	Children Read Independently - Give the pupils an opportunity to read independently. Be clear about where they need to start and finish. Have an ‘if you finish early’ activity ready too, related to one of the targets. - For pupils who may struggle to read the text independently within the time given, ask their partner pupils to read (in a quiet voice) to them. You may choose to work with a small group of struggling readers, hearing them read aloud together.
Part 6	Target-Related Questions - Model the answer to the question shared at the beginning. (You can decide how heavily modelled this needs to be based on the knowledge and skills of your pupils.) Activity <u>Target-Related Questions.</u> In their books, pupils answer a variety of questions based on the targets listed above. These may vary in frequency dependent on the children’s needs. (See attached WAGOLL activity sheet.)
Part 7	Plenary Finish by asking the pupils one of the following, changing the target focus every week: - to recall the events of the story by sequencing them. (RCo 13) - to give their preference or thoughts on the text. (RCo 16) - to make predictions as to what may happen based on clues in the text. (RCo 12)