



# St Paul's Reading Curriculum Year 4



Our reading curriculum consists of three key elements within each year group:

- **Read** - the essential decoding & fluency requirements correlating directly to the National Curriculum.
- **Understand** - VIPERS comprehension skills to be taught for the specific year group.
- **Apply** - how children should apply and develop their knowledge as readers for purpose and pleasure.

### Read it!

In KS2, there is a growing emphasis on knowledge of root words, prefixes and suffixes as the building blocks for vocabulary construction and understanding.



### Understand it!

Decoding and fluency are building blocks for reading comprehension. All NC comprehension objectives are met in the 'Understand it' section and progression in VIPERS skills are detailed. Children will develop their VIPERS comprehension skills in each year group.



### Apply it!

This section examines how pupils can apply their skills and knowledge in order to become fluent, confident readers who have developed a life-long love of reading. We have outlined some of the high-quality literature that has been specifically chosen to provide texts which are appropriate, challenging and, above all, engaging.

Children in Year 4 at St Paul's will enjoy a rich and varied reading curriculum based around high quality, carefully selected texts. These books are used to teach reading and writing; explore literary technique; develop comprehension skills and promote a love of reading and performance. Our 'Thrive' selection supports our PSHE curriculum as well as helping to develop the children's social and emotional skills whilst representing British Values and our Trust Virtues. Below details a selection of texts used in Y4.

Fiction	
Non-Fiction	
Poetry	

## 1. READ IT: WORD READING & FLUENCY IN Y4

WORD READING	COMMON EXCEPTION WORDS								FLUENCY
<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>Read all Y3/Y4 exception words                      accident(ally)                      actual(ly)                      address                      answer                      appear                      arrive                      believe                      bicycle                      breath                      breathe                      build                      busy/business</p>	<p>calendar                      caught                      centre                      century                      certain                      circle                      complete                      consider                      continue                      decide                      describe                      different                      difficult</p>	<p>disappear                      early                      earth                      eight/eighth                      enough                      exercise                      experience                      experiment                      extreme                      famous                      favourite                      February                      forward(s)</p>	<p>fruit                      grammar                      group                      guard                      guide                      heard                      heart                      height                      history                      imagine                      increase                      important                      interest</p>	<p>island                      knowledge                      learn                      length                      library                      material                      medicine                      mention                      minute                      natural                      naughty                      notice                      occasion(ally)</p>	<p>often                      opposite                      ordinary                      particular                      peculiar                      perhaps                      popular                      position                      possess(ion)                      possible                      potatoes                      pressure</p>	<p>probably                      promise                      purpose                      quarter                      question                      recent                      regular                      reign                      remembe                      r                      sentence                      separate                      special</p>	<p>straight                      strange                      strength                      suppose                      surprise                      therefore                      though/alth                      ough                      thought                      through                      various                      weight                      woman/wo                      men</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.</p> <p>Any focus on word reading should support the development of vocabulary.</p>

## 2. UNDERSTAND IT: VIPERS FOR COMPREHENSION IN Y4

VOCABULARY	INFERENCE	PREDICTION	EXPLANATION	RETRIEVAL	SEQUENCE & SUMMARISE
<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of words that they have read</li> <li>use a thesaurus to find synonyms</li> <li>discuss why words have been chosen and the effect these have</li> <li>discuss new and unusual vocabulary and clarify the meaning of these</li> <li>find the meaning of unfamiliar words using the context of the sentence.</li> </ul> <p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Alphabetical order in order to use a dictionary or thesaurus. That a dictionary defines words whereas a thesaurus provides synonyms.</li> <li>I know that different texts have different vocabulary choices e.g., the difference between fiction and nonfiction.</li> </ul> <p>I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.</p>	<ul style="list-style-type: none"> <li>ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts, and motives (I know this because questions)</li> <li>infer characters' feelings, thoughts, and motives from their stated actions.</li> </ul> <p>consolidate the skill of justifying them using a specific reference point in the text.</p> <p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>That many words convey meaning and that these provide hints or clues about actions or events.</li> </ul> <p>That authors often show us rather than explicitly tell us.</p>	<ul style="list-style-type: none"> <li>justify predictions using evidence from the text.</li> <li>use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>monitor these predictions and compare them with the text as they read on.</li> </ul> <p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>That I can use my own experiences or evidence from other stories to make predictions,</li> <li>That my knowledge of other texts can help me to make predictions (make links between texts).</li> </ul> <p>That predictions must be justified e.g. I think this because...</p>	<ul style="list-style-type: none"> <li>discuss words and phrases that capture the reader's interest and imagination.</li> <li>identify how language, structure, and presentation contribute to meaning. recognise authorial choices and the purpose of these.</li> </ul> <p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>That texts are arranged in order to aid meaning.</li> <li>The title, contents page, index, glossary, subheading, captions, diagrams.</li> <li>That the mood is the feeling created by the author.</li> <li>That stories often have messages.</li> </ul> <p>That a point of view is an author or characters belief. That my opinion must be justified with evidence from the text</p>	<ul style="list-style-type: none"> <li>confidently skim and scan texts to record details</li> <li>use relevant quotes to support their answers to questions.</li> <li>retrieve and record information from a fiction or non-fiction text.</li> </ul> <p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Where a glossary or index is and where I can locate these.</li> <li>To look back at the text for key words or phrases, these are often in the question.</li> </ul> <p>To scan the text for key words.</p>	<ul style="list-style-type: none"> <li>use skills developed in year 3 in order to write a brief summary of main points</li> <li>identify and use essential information.</li> <li>identify main ideas drawn from more than one paragraph. identify themes from a wide range of books</li> <li>summarise whole paragraphs, chapters, or texts</li> </ul> <p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>That a summary uses only essential words or phrases.</li> <li>How to condense information into key words or sentences (in a nutshell).</li> </ul> <p>How to use time adverbials to sequence key events.</p>

### 3. APPLY IT IN Y4

#### READING FOR PURPOSE

Retrieve and record information from non-fiction texts to support learning across the curriculum.



#### READING FOR PLEASURE

Y4

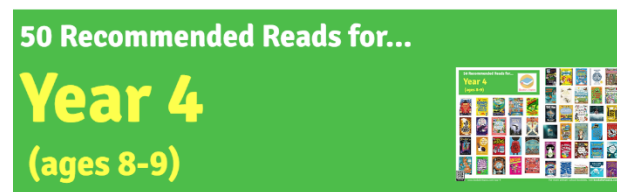
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

- Reading books that are structured in different ways and reading for a range of purposes
- Using dictionaries to check the meaning of words that they have read
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Identifying themes and conventions in a wide range of books English
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Recognising some different forms of poetry [for example, free verse, narrative poetry]

## Branching out in Year 4



Children are encouraged to try new authors through 'Book Talk'. Sharing ideas and recommendations helps to broaden the children's reading experience.



#### READING TO PERFORM/DEBATE

Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.

Begin to use appropriate intonation and volume when reading aloud.

#### Playscripts

James and the Giant Peach

#### Poems learnt by heart in Year 4

The Sound Collector – Michael Rosen

The Jabberwocky – Lewis Carroll

The Longboat's Story – Unknown

The Centipede's Song- Roald Dahl

(James and the Giant Peach)