

## Reading Objectives and Suggested Questions – Year 4



Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>D3 I can read out loud fluently and confidently, using a range of punctuation to create expression. <b>How does the (exclamation mark, inverted commas...etc) help you read this sentence?</b></p> <p>D2 I can use the context of the sentence to help me to read unfamiliar words. <b>Read the rest of the sentence back and see if you can work what that word could mean.</b></p> <p>D1 I can use knowledge of root words, suffixes and prefixes to read and understand new words.</p> <p>Misprint Dismount</p>	<p>C5 I can retrieve and record information from non-fiction. <b>What is the text about? What type of text is it? Which alternative title/subheading could you use? When did (key event) first take place? Who were the key people involved?</b></p> <p>C4 I can identify features of different fiction genres. <b>Given that there are spaceships and planets, to which genre could this story belong? What clues tell you that this is a romantic story?</b></p> <p>C3 I can compare, contrast and evaluate different non-fiction texts. <b>Why is the text arranged in this way? Does the layout and colour of the text have an impact on the reader? What features make this book similar to (another text)? What is the difference between the letter we read last week and this persuasive text?</b></p> <p>C2 I can locate and record information using skimming, scanning and text marking. <b>This book is about the Egyptians. Can you find me some information about Tutankhamen?</b></p> <p>C1 I can summarise the main topics drawn from more than one paragraph. <b>What has happened over the course of these two pages? Can you create a timeline of events? Can you create a character profile using the key information from each paragraph?</b></p>	<p>RD4 I can justify reasons for my opinion using evidence from the text and my own ideas. <b>Do you think the character made the right decision? Why?</b></p> <p>RD3 I can put together clues from action, dialogue and description to infer meaning. <b>Can you choose a character and say what they felt/thought/did in response to events? How do you know? What does...tell you about how the character is feeling? How did the characters actions affect the outcome of the story?</b></p> <p>RD2 I can make predictions with evidence from the text and with knowledge of wider reading. <b>What usually happens in this sort of story? What other stories in this genre end that way? Knowing what you do about (a character/an event), what might happen next? Why do you think this? If the story develops in the way you have predicted, how will (a character) respond? Can you find evidence in the text to explain why you think this?</b></p> <p>RD1 I can use a dictionary to check the meanings of words. <b>Which of the meanings given is the correct one for this context?</b></p>	<p>L3 I know how suspense is built up in a story. <b>What does the writer do to create atmosphere? What changes to make the story more suspenseful here? Why are short sentences used here?</b></p> <p>L2 I can find and comment on examples of how authors express different moods, feelings and attitudes. <b>Why does the author use this word? What does the character do to show us how she feels? Why is this word so effective? Which word makes us feel...? Can you find words in the text which help the author create mood/effect?</b></p> <p>L1 I can recognise the use and effect of patterned language in text. <b>What tools does the writer use to describe the snake? (Slimy, slithering – alliteration.)</b></p>	<p>R3 I understand how the author wants the reader to respond. <b>How does the writer want us to feel? Why has the writer used this particular word?</b></p> <p>R2 I can identify themes and conventions in a wide range of books. <b>What is the genre of this story? How do you know? What is this story about? What is the theme? (Greed, heroism) Are there other stories where there are characters like this?</b></p> <p>R1 I can participate in discussions about fiction, poetry, non-fiction and reference/text books. <b>What happened in the story? Who is telling the story? Was this an enjoyable book? How might it have been improved? What was the best bit? Why? Who would you recommend this book for? What are the arguments for/against the subject of this text/story?</b></p>	<p>B5 I can perform plays and poems using actions and expression. <b>How does this poem make you feel? How can you show that in your performance?</b></p> <p>B4 I can recognise and recite some different forms of poetry. <b>Free verse and narrative. Did you hear any repeating patterns in this poem? Does the poem tell a story? How does the author use the shape of the poem to reflect its meaning?</b></p> <p>B3 I can make connections between books by the same author. <b>What does Michael Morpurgo usually write about? Do all his stories start this way? Do these texts share common features e.g. language or theme?</b></p> <p>B2 I can make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting. <b>Where is this narrator from? How are things different in this country? Have you read other books about this social problem?</b></p> <p>B1 I can confidently retell the stories I have read.</p>