

A group of five diverse children (three girls and two boys) are sitting on the floor, reading books together. They are all smiling and looking at their books. The children are wearing colorful clothing: a pink shirt, a green shirt, a yellow shirt, a blue shirt, and a white shirt. The background is a plain, light-colored wall.

# YEAR 4 READING WORKSHOP

2025

# AT DILKES ACADEMY, WE FOCUS ON 3 ASPECTS OF READING:

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DECODING



COMPREHENSION




ATTITUDE

# HOW DO WE TEACH READING AT DILKES ACADEMY?

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Reading is taught during daily guided reading sessions and a weekly reading comprehension session.



Children are assessed at the end of every half term to check their progress and attainment in reading and understanding.

# To be working at age related expectations, by the end of the Autumn term, your child should be meeting the following targets:

19 - 20

	<b>Decoding</b>	<b>Comprehension</b>	<b>Attitude</b>
	<ul style="list-style-type: none"> <li>• I can read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>• I can read a range of fiction and non-fiction texts without support.</li> <li>• I can use prefixes, suffixes and verb endings to help me understand the meaning of words.</li> <li>• I understand what the apostrophe does in words like don't and can't and can pronounce them correctly.</li> <li>• I can use what I've read to work out the meaning of new words.</li> <li>• I read aloud with expression.</li> <li>• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>	<ul style="list-style-type: none"> <li>• I read and discuss a range of fiction, poetry, plays, and non-fiction texts.</li> <li>• I can make predictions based on reading books by the same author or on a similar theme.</li> <li>• I understand the features of page layout in non-fiction texts such as titles, subheadings, labels, diagrams and charts and read them in appropriate ways and explain their contribution.</li> <li>• I can describe the main differences between fiction and non-fiction texts.</li> <li>• I know the difference between a story and a play script and change the way I read them.</li> <li>• I use my knowledge of the alphabet to locate books and information.</li> <li>• I can choose suitable books for the task I have been set, for example an atlas for maps.</li> <li>• I understand <u>all of</u> the main points of the story and can retell them.</li> <li>• I can identify the main points in a non-fiction text and can summarise what I've read.</li> <li>• I can read a text carefully to locate specific information.</li> <li>• I can make a sensible prediction about what will happen in a story and to different characters.</li> <li>• I am starting to use evidence from the text to explain how characters behave or how they might behave.</li> <li>• I recognise similarities in plots or characters in different stories.</li> <li>• I can ask relevant questions to get a better understanding of a text.</li> <li>• I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.</li> <li>• I can use a dictionary to check the meaning of unfamiliar words.</li> <li>• I can use non-fiction texts to retrieve information.</li> <li>• I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>• I can read silently with sustained concentration.</li> <li>• I can use my knowledge of authors and types of books to make choices about what to read. I can contribute to a group discussion about books</li> </ul>

To be working at age related expectations, by the end of the **Spring** term, your child should be meeting the following targets:

	Decoding	Comprehension	Attitude
21 - 22	<ul style="list-style-type: none"> <li>I can fluently and accurately read a range of fiction and non-fiction texts.</li> <li>I can use a wide range of prefixes and suffixes to help me understand the meaning of words (<i>re, de, pre, non, mis, ex, co, anti, tion, ive, ic</i>)</li> <li>I can pause at appropriate times in response to punctuation and meaning.</li> <li>I can read dialogue with appropriate expression</li> </ul>	<ul style="list-style-type: none"> <li>I can identify a range of genres and discuss the features appropriate to each text type.</li> <li>I can use organisational features to locate information including labels, diagrams and charts and describe them using the appropriate terms.</li> <li>I can use notes to summarise the main points of a text.</li> <li>I can justify my predictions by referring to the story.</li> <li>I can express my views about what I think a text is about.</li> <li>I can empathise with a characters' motives and behaviour to improve my understanding.</li> <li>I can identify and comment on different points of view in the text.</li> <li>I can distinguish between fact and fiction.</li> <li>I can talk about the meaning of words and phrases that create <u>particular events</u>.</li> <li>I can ask <u>relevant</u> questions and scan text to locate information and answers.</li> <li>I can explain the meaning of words in context.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to read more demanding texts by myself accurately and fluently.</li> <li>I <u>am able</u> to use the information on the cover and in the blurb of a book to make a decision about what to read.</li> <li>I can describe and review my own reading.</li> </ul>

To be working at age related expectations, by the end of the **Summer** term, your child should be meeting the following targets:

	Decoding	Comprehension	Attitude
23	<ul style="list-style-type: none"> <li>I can use knowledge of word formation and a wide range of prefixes and suffixes to understand the meaning of words in context.</li> </ul>	<ul style="list-style-type: none"> <li>I use my knowledge of the structure of non-chronological reports and explanations to make predictions.</li> <li>I can identify the features of some text types. eg. newspaper reports, non-chronological reports and ICT texts.</li> <li>I can extract information from non-fiction texts using the contents, index, chapters, headings and glossary.</li> <li>I can read ahead to determine direction and meaning in a story.</li> <li>I can use skimming and scanning strategies to locate information.</li> <li>I am starting to find meaning beyond what it says in the text, for example how impressions of people are shown through the choice of detail and language.</li> <li>I can discuss the effectiveness of language used to create a particular effect.</li> <li>I understand how suspense is built up in a story including the development of the plot.</li> <li>I can infer meanings and begin to justify them with evidence from the text.</li> <li>I can build on others' ideas and opinions about a text in discussion.</li> </ul>	<ul style="list-style-type: none"> <li>I can read longer texts with sustained concentration.</li> <li>I am starting to read aloud to an audience with some confidence with a chosen type of text.</li> <li>I am happy to widen my reading experience based on recommendations from others.</li> </ul>

# DIFFERENT TYPES OF COMPREHENSION QUESTIONS:

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Retrieval

Inference

Language use

Word meaning

Structure and organisation

Comprehension is the key skill that is developed throughout Year 4, and when reading at home, you should be asking your child a range of question types to check their comprehension and understanding of the text, not just their fluency when reading.

# EXAMPLE QUESTIONS

When Tim drew back his sitting-room curtains, he saw the ruined flowerbeds and he was furious.

'Oh! Not again!' Mary said when he went into the kitchen and told her. Tim set off to speak to Mr. Jackson about the flock getting out and doing more damage.

'This time,' Tim thought, 'I shall ask him to tidy it all up and pay for new plants.'

Retrieval: What did Tim do in the sitting-room?

Inference: What sort of creature walked on the flowers? Find evidence to explain your answer.

Language: Which word shows that Tim is angry?

Word meaning: Find a word that means damaged.

Organisation: Why did the author use exclamation marks in the second sentence?



# THINGS THAT YOU CAN DO TO SUPPORT YOUR CHILD'S READING DEVELOPMENT:

- Listen to your child read – encourage them to read fluently and with expression, and to decode unfamiliar words (rather than just telling them what the tricky word is).
- Read to your child (model good reading skills).
- Ask a range of questions to check your child's understanding, e.g. retrieval, inference and word meaning questions.
- Discuss their ideas about the book, their opinions and encourage them to make connections with other books they've read (discussing similarities and differences).

## Expectations

Your child should be reading for a minimum of **25 minutes every day**, and then logging this with their summary on the online reading diary.

If there is ever any reason why your child cannot read / sign the diary on a certain day, please write a short note for the child to take to their class teacher to explain the reasons so they are not kept in to read if there is a valid excuse 😊

On the following slides, there are some question stems you can use to question your child when reading at home.

These are the sorts of question stems they will hear during guided reading, reading comprehension sessions and assessments.

In assessment questions, a lot of the time children will be asked to provide quotes / evidence to support their answers, so encourage your children to do the same at home.



## 2a Give/explain the meaning of words in a context

- Find and **copy** one word meaning...
- Look at the paragraph beginning...**Find** and **copy** one word meaning...
- In the sentence/paragraph which word most closely matches the meaning of the word... (can be multiple choice)
- **Find** and **copy** a word/group of words that suggest that...
- Circle the correct option to complete the/each sentence below...
- Look at the paragraph... what does the word...suggest about...
- **Find** and **copy** one word/group of words that tells you...
- What does the word...suggest about...
- Give the meaning of the word...in this sentence.
- What does...mean? (can be multiple choice)

## 2b Retrieve and record information/identify key details from fiction and non-fiction.

- Write down one/two/three things that you are told about the...
- Which one of these drawings best represents...
- What did...have to do in order to...
- What was revealed at the end of the poem/story? (can be multiple choice)
- Using information from the text indicate whether the following statements are true or false...
- Circle the correct option to complete the/each sentence below...
- What helped...to get...?
- Look at the paragraph beginning...give one/two reasons why...
- Why were...not always...?
- How would you get from...to...?
- According to the text what could you do on...? Give two examples.
- Look at the paragraph/text box. Complete the table below...
- Tick true or false in the following table...
- What does the... do to frighten the...?
- How does the ... behave when...?

## 2c Summarise main ideas from more than one paragraph

- Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.
- What is the main message of the poem/story?
- Using information from the whole text, tick one box in each row to show whether each statement is true or false.

## 2d Make inference from the text, explain and justify inferences with evidence from the text

- How can you tell that...was keen to get to the... ?
- Look at the paragraph beginning... to the paragraph ending...What impressions of the ... do you get from these paragraphs?
- Look at the paragraph beginning... why did ...find it difficult to ...?
- Look at the paragraph beginning...how do you know that... wanted to keep...a secret?
- What evidence is there of ... being determined/stubborn/defiant in the way he/she/they behaved towards...
- Explain what this description suggests about...
- What evidence in the text is there that...can be dangerous? Give two examples.
- Why did ... feel ...?
- In what ways might...character appeal to many readers? Explain fully referring to the text in your answer.
- According to the text, how did the...help to change the opinion of...
- How do you think ... felt when (or about) ...?
- What do you think...was thinking?
- What kind of person do you think...was? Use evidence from the text to support your answer.
- Explain how...felt about...
- How do these words make the reader feel about... ?
- How does the first paragraph suggest that the characters are... ?
- How can you tell that...is an expert on ... ?

## 2e Predict what might happen from details stated and implied

- Do you think that ... will change his/her/their behaviour in the future... Explain why using evidence from the text.
- Based on what you have read, what does the last paragraph suggest might happen next/to the...? Use evidence from this paragraph/the text to support your prediction
- What do you think...would say to... about? Use evidence from the text to support your answer.

## 2f Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Draw lines to match each part of the story with the correct quotation from the text. Setting/past events/action/lesson/suspense/character etc.
- **Find** and **copy** a group of words where ... mood changes.
- What impact does ... change in mood/feeling have on the text as a whole?
- The characters have different opinions of each other throughout the text. **Find** and copy a group of words which explain ... opinion of... .

## 2g Identify/explain how meaning is enhanced through choice of words and phrases

- Why did the author use/choose this word?
- Explain why the word...has been used
- Why does the writer compare....to....?
- Why did the author use this simile?
- What adjectives/similes/personification/noun phrases has the author used to describe...? What effect does this have on the reader?
- How does...help you to understand...?
- How do the words create a feeling of...?
- What do phrases like...tell us?
- What impression of the... does this word/phrase give us?

## 2h Make comparisons within the text

- The mood/relationships/opinions of the characters change throughout the text. How do they change?
- How does...feel about ... compared to the beginning of the text?



ANY QUESTIONS?