

The Federation of Nettestone & Newchurch Primary Curriculum Overview English Year 4-Reading

Autumn Term	Spring Term	Summer Term
<p><u>Reading: Comprehension (Clarify)</u></p> <ul style="list-style-type: none"> • I can ask questions to improve his/her understanding of a text. • I can discuss understanding as it develops and explain the meaning of words in context. • I can self-correct misread words when reading age-appropriate texts and suggest the meaning of new words in context. • I can understand what he/she reads, in books he/she can read independently. KPI • I can use dictionaries to check the meaning of words that have been read. KPI • I can use known strategies appropriately to establish meaning. <p><u>Reading: Comprehension (Monitor and Summarise)</u></p> <ul style="list-style-type: none"> • I can summarise main details from more than one paragraph in a few sentences, using vocabulary from the text. 	<p><u>Reading: Comprehension (Clarify)</u></p> <ul style="list-style-type: none"> • I can check that the text makes sense to the individual, discussing his/her understanding and explaining the meaning of words in context. KPI <p><u>Reading: Comprehension (Monitor and Summarise)</u></p> <ul style="list-style-type: none"> • I can identify main ideas drawn from more than one paragraph and summarising these accurately and succinctly using vocabulary from the text. KPI 	<p><u>Reading: Comprehension (Monitor and Summarise)</u></p> <ul style="list-style-type: none"> • I can understand how paragraphs are used to order and build up ideas and can be used by readers to monitor and summarise.

Reading: Comprehension (Respond and Explain)

- I can discuss words and phrases that capture the reader's interest and imagination.
- **I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to others. KPI**
- I can recognise some different forms of poetry [for example, free verse, and narrative poetry].

Reading: Comprehension (Select and Retrieve)

- I can locate information using skimming, scanning and text marking.
- I can Recognise and distinguish between fact and opinion.
- I can use features to locate information (e.g. contents, indices, subheadings).
- **I can retrieve and record information from non-fiction, extracting information from age-appropriate texts and make notes using quotation and reference to the text. KPI**

Reading: Comprehension (Respond and Explain)

- I can use specific vocabulary and ideas expressed in the text to support my own responses, explanations and my own views.

Reading: Comprehension (Select and Retrieve)

- **I can retrieve and record information from non-fiction, extracting information from age-appropriate texts and make notes using quotation and reference to the text. KPI**

Reading: Comprehension (Respond and Explain)

- I can notice and discuss the author's choice and order of content linked to purpose. (For example: Why has the author started the story in the middle of the events? Why has the author included that the Vikings created beautiful jewellery?)

Reading: Comprehension (Select and Retrieve)

- I can extract information from fiction text and make notes using quotation and accurate reference to the text.

Reading: Inference

- **I can extract information from fiction text and make notes using quotation and accurate reference to the text. KPI**
- I can make plausible predictions based on knowledge of the text.
- **I can predict what might happen from details stated and implied based on references to the text. KPI**

Reading: Language for Effect

- I can identify specific techniques, (e.g. simile, metaphor, repetition, exaggeration) and explain the effect on me as a reader.
- I can identify how language, structure, and presentation are combined to contribute to meaning.
- I am beginning to discuss the effect that language, structure and presentation have on the reader.

Reading: Themes and Conventions

- I can identify a range of presentational devices used to guide the reader in non-fiction, (e.g. appropriate subheadings).
- **I can identify themes and**

Reading: Inference

- I can draw predominantly correct inferences often supported through reference to the text.
- I can infer underlying themes and ideas.
- **I can justify plausible predictions about what might happen from details stated and implied by referring to the text. KPI**

Reading: Language for Effect

- I can identify how language, structure, and presentation are combined to contribute to meaning.

Reading: Themes and Conventions

- I can explore underlying themes and ideas.
- I can identify features that characterise books set in different cultures or historical settings.

Reading: Language for Effect

- I am beginning to discuss the effect that language, structure and presentation have on the reader.
- I can give examples to illustrate how language, structure and presentation help the reader to understand the text.

Reading: Themes and Conventions

- **I am developing positive attitudes to reading and understanding of what I read by identifying themes and conventions in a wide range of books, drawing on a**

conventions in a wide range of books. KPI

- I can make relevant links to other known texts or personal experience.
- I can recognise conventions in age-appropriate texts, such as the use of 'the power of 3' wishes, characters, (e.g. the king's 3 sons etc.) in fairy stories and folk tales.
- I can recognise themes in age-appropriate texts, such as bullying.
- I can use, select and read books that are structured in different ways for the appropriate purposes.
- **I am developing positive attitudes to reading and understanding of what I read by identifying themes and conventions in a wide range of books, drawing on a growing knowledge of authors. KPI**

Reading: Word Reading

- **I can apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in**

- I can identify similarities in themes and conventions across a range of books.
- I can make links between texts and to the wider world.

Reading: Word Reading

- I can apply the Hampshire Core Spelling Curriculum knowledge when reading.
- I can read accurately root words,

growing knowledge of authors. KPI

Reading: Word Reading

- I can apply the Hampshire Core Spelling Curriculum knowledge when reading.
- I can read accurately root words,

<p>English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met. KPI</p> <ul style="list-style-type: none">• I can read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. KPI• I can apply the Hampshire Core Spelling Curriculum knowledge when reading.	<p>prefixes, suffixes and exception words from the Hampshire Core Spelling Curriculum.</p>	<p>prefixes, suffixes and exception words from the Hampshire Core Spelling Curriculum.</p>
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