



Reading at home with your Year 4 child

Children need to develop pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. By year 4, pupils should be able to independently, fluently and enthusiastically read books written at an age-appropriate interest level. They should be able to read accurately and at a speed that allows them to focus on understanding what they have read, rather than on decoding individual words. They should be able to decode most new words outside of their spoken vocabulary, making a good attempt at the word's pronunciation. As their decoding skills become secure, efforts should be made to introduce children to new words which will increase their vocabulary. This should be done through discussion and by introducing children to a wide range of texts, including stories, poems, plays and non-fiction pieces on a wide range of subjects. Children in year 4 should be securing the skill of reading silently to themselves.

Tips for developing reading skills at home



What do you think this book is about? Talk about the front cover and the blurb and make predictions.



Discuss the setting/character in the story.
Have you read another book with the same setting or a character with a similar personality?



Play 'I Spy' games. Can you find a word similar to...? How many... words can you see?



Turn off the TV so that you can listen to and talk to your child. Model correct speech and pronunciation. Ask your child lots of questions.



What do you think will happen next? What makes you think that? If your child's prediction is way off the mark, model your own and give your reasons.



Encourage your child to attempt to pronounce new words they see in the environment around them. Discuss tricky parts and **model** the correct way.











Start in the middle of a book. What do you think has happened before this point? What makes you think that?



Use **alternative pronunciations** to help pronounce unknown words. For example, when reading 'technical', the pronunciation ('tetchnical') might not sound familiar, but ('teknical') should.

These are the reading toolkit symbols we use in school:

 Use background knowledge	 Predict and ask questions	 Visualise	 Think like a detective	 Notice breakdown	 Key vocabulary	 Put together	 What did you think?
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Year 4 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> • <i>apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</i> 	<p>Can you find a word which begins with the prefix <i>dis-</i>? What do you think the prefix <i>anti-</i> means? So what could this new word mean?</p>
<ul style="list-style-type: none"> • <i>develop positive attitudes to reading and an understanding of what they have read</i> 	<p>What happened in your story? I really liked this part... What part did you like? What kind of text would you like to read next?</p>
<ul style="list-style-type: none"> • <i>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books</i> 	<p>What did you think about...? Shall we go and watch a play about...? Have you ever read a... poem?</p>
<ul style="list-style-type: none"> • <i>use dictionaries to check the meaning of words they have read</i> 	<p>I'm not quite sure what it means either – shall we use a dictionary or look it up online together?</p>
<ul style="list-style-type: none"> • <i>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</i> 	<p>What genre is this text? What happens in the story of...? Do you know any myths? Could you tell.... a bedtime story?</p>
<ul style="list-style-type: none"> • <i>identify themes and conventions within texts</i> 	<p>I think this story is trying to tell us this... What message do you think this story is trying to tell us?</p>
<ul style="list-style-type: none"> • <i>prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i> 	<p>This part of the script is a troll saying speaking; how might they say it? Why don't you find a poem you like and practise reading it out loud? Let's have a go at reading this together in a croaky old voice.</p>
<ul style="list-style-type: none"> • <i>discuss words and phrases that capture the reader's interest and imagination</i> 	<p>What an interesting use of words; why do you think the author chose those?</p>
<ul style="list-style-type: none"> • <i>recognise some forms of poetry, e.g. free verse, narrative poetry</i> 	<p>Do you know what kind of poem this is? What can you see? Let's have a look together.</p>

<ul style="list-style-type: none"> • <i>check that the text makes sense to them</i> 	<p>I don't understand this bit. Can you explain it to me? What do you think that is saying?</p>
<ul style="list-style-type: none"> • <i>explain the meaning of new words in context</i> 	<p>What does... mean? I'm not quite sure. I thought it meant...</p>
<ul style="list-style-type: none"> • <i>ask questions to improve their understanding of the text</i> 	<p>Is there anything you want to ask that you're not sure about?</p>
<ul style="list-style-type: none"> • <i>draw inferences, such as inferring characters' feelings, thoughts and motives</i> 	<p>How do you think... is feeling? What makes you think that? Why did he make that choice? My suggestion would be they made that choice because earlier on...</p>
<ul style="list-style-type: none"> • <i>predict what might happen from the details stated and implied</i> 	<p>If they..., what might they do next? Who could it be? What makes you think that?</p>
<ul style="list-style-type: none"> • <i>identify the main ideas drawn from more than one paragraph and summarise these</i> 	<p>So, what has this part of the story been about? Have you spotted a theme in the story?</p>
<ul style="list-style-type: none"> • <i>identify how language, structure and presentation contribute to meaning</i> 	<p>Why do you think the author has used... in the text? Isn't it interesting how the poet/author has chosen to present it like this?</p>
<ul style="list-style-type: none"> • <i>retrieve and record information from non-fiction texts</i> 	<p>Can you find the part where...? Which part tells you about...? I'm looking for a word that is similar to... Can you find it?</p>
<ul style="list-style-type: none"> • <i>participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say</i> 	<p>Would you like me to read this page? What did you think of...? I thought that... Do you think... would like this book? What makes you think that?</p>