

## YEAR FOUR READING OBJECTIVES COVERAGE

This document aims to support teachers in developing their knowledge of the reading curriculum for their year group and to support with planning for appropriate coverage and pitch within reading lessons. The National Curriculum Reading objectives have been organised under the following headings: word reading; vocabulary and language; comprehension; discussion prompts and strategic over-arching objectives.

This document aims to support teachers with identification of objectives and with creating a clear focus within planned lessons. Objectives have been mapped out under the following headings: most lessons; most weeks and every half term/termly to support teachers with identifying high priority objectives. Teachers might wish to focus on just one / few elements listed below - not 'all statements' within 'most lessons'.

Many reading objectives can also be threaded through other curriculum areas including writing. Words within objectives have been highlighted bold for ease of read so key components of each objective are readily identified. Through a guided reading session (whole class or small guided groups) there will be natural coverage of many objectives, and this document will support teachers with identifying objectives which may need explicit teaching which can then be identified at the planning stage.

Strand	Most lessons	Most weeks
<b>Word Reading</b>	use strategies such as <b>recognising syllables /graphemes</b> to <b>decode most new words</b> outside their spoken vocabulary match what they decode to words they may have already heard but may not have seen in print <b>re-read and refine reading of phrases or clauses</b> that are tricky to read aloud smoothly on first attempt so that fluency is improved <b>read most words accurately</b> and at a <b>speed</b> that is sufficient for them to focus on understanding what they read rather than on decoding individual words <b>test out</b> different <b>plausible pronunciations</b> for less familiar words <b>apply</b> their growing <b>knowledge of root words, prefixes and suffixes</b> (etymology and morphology), both to read aloud and to understand the meaning of new words they meet <b>read aloud unfamiliar words</b> or challenging sections of text, where needed, to support accuracy and automaticity <b>re-read words</b> or challenging sections of text to ensure understanding through <b>fluency</b> <b>read age-appropriate texts</b> fluently ( <b>including pausing appropriately, reading in phrases, responding to punctuation</b> )	<b>read further exception words</b> , noting the unusual correspondences between spelling and sound, and where these occur in the word
<p><b><i>NB Children will be accessing word reading objectives daily during their guided reading lessons (small group or whole class), 1:1 reading opportunities and within writing lessons. Children will also meet these objectives when reading during other curriculum areas.</i></b></p>		

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Vocabulary & Language	<p><b>discussing</b> and <b>clarifying</b> the meanings of words, linking new meanings to known vocabulary</p> <p><b>identifying words</b> and <b>phrases</b> which are unknown</p> <p><b>discussing words</b> and <b>phrases</b> that capture the reader's interest and imagination</p> <p><b>continuing to internalise rhythms/ stresses</b> signalled by grammatical structures <i>e.g. questions, conjunctions, fronted adverbials</i></p>	<p><b>discussing</b> the meaning of <b>figurative words</b> and <b>phrases</b> (fiction and non-fiction) beginning to <b>respond to literary language</b> by phrasing appropriately when reading aloud <i>e.g. puffed himself up like a turkey; rang with the sound of hobnailed boots; shouts rent the air</i></p> <p><b>considering language</b> chosen by the author to influence the reader's feelings</p>	<p><b>using dictionaries</b> to check the meanings of words that they have read</p> <p><b>identifying</b> how language, structure and presentation contribute to meaning</p> <p>beginning to <b>discuss</b> how the <b>conventions of different types of writing</b> (e.g. language features of specific genres and cohesive devices) are used to support the authors' aims</p> <p><b>identifying</b> and <b>discussing</b> unknown technical or <b>subject specific vocabulary</b></p>
<p><b><i>NB The vocabulary and language objectives will also be studied during other opportunities such as in writing lessons 'beginning to discuss how the conventions of different types of writing (e.g. language features of specific genres and cohesive devices) are used to support the authors' aims' and story time as well as across the curriculum.</i></b></p>			

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<b>Comprehension</b>	<p><b>empathising</b> with different characters in a book considering actions and interactions with other characters</p> <p><b>linking</b> what they read or hear <b>with their own and others' experiences</b> and beginning to use these to make sense of more complex texts</p> <p><b>drawing on what they already know</b> or on background information and vocabulary provided by the teacher</p> <p><b>checking that the text makes sense</b> to them, discussing their understanding and explaining the meaning of words in context</p> <p><b>drawing inferences</b> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><b>indicating the likelihood</b> of a suggestion being correct using <b>skimming</b> and <b>scanning</b> strategies</p> <p>making precise selections when <b>retrieving</b> information</p>	<p><b>making comparisons</b> within a book e.g. characters, settings, themes</p> <p><b>predicting</b> how characters might behave, considering motivation, events so far, settings and atmosphere</p> <p><b>discussing the sequence</b> of events in texts and how items of information are related, and</p> <p><b>recognising that characters may have different perspectives</b> in the story of the same event(s)</p> <p><b>making deductions</b> about the motives and feelings that might lay behind characters' words</p> <p>beginning to <b>consider</b> ways in which <b>different settings</b> affect the characters and influence the reader</p> <p><b>recalling</b> and <b>sequencing</b> main events from a text</p> <p><b>summarising</b> main ideas drawn from more than one paragraph</p> <p><b>identifying keywords</b> and main points within texts</p> <p><b>Skilled Readers</b> beginning to <b>consider non-linear texts</b></p> <p><b>identifying themes</b> e.g. <i>friendship and separation, animal welfare, conquering fears</i>, and conventions in a wide range of texts including narrative and poetry</p>	<p>building upon a repertoire of <b>poems learnt by heart</b></p> <p>recognising some different forms of <b>poetry</b></p> <p><b>in non-fiction</b>, using features such as: contents, index, headings and links within a web page to navigate a text</p> <p><b>retrieving information</b> from different sections or aspects of a text e.g. headings, graphs, illustrations, subheadings</p> <p>beginning to <b>identify facts</b> within a text thinking about whether something is true/not true –real or imagined</p> <p>beginning to <b>identify opinions</b> within a text e.g. viewpoints, beliefs</p>
<p><b><i>NB Children will be accessing objectives daily during their guided reading lessons (small group or whole class), 1:1 reading opportunities and within writing lessons. Children will also meet these objectives when reading during other curriculum areas. Children will also be 'building upon a repertoire of poems learnt by heart' outside of reading instruction.</i></b></p>			

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Discussion prompts	Strategic over-arching objectives
<p><b>responding to open questions</b> and prompts <i>e.g. tell me about...</i> using tentative language to <b>speculate on possibilities</b> raised by the text <i>e.g. After the competition with the strong man, Josie could ... We know Mr Two-suit likes money, what else might he be after?</i></p> <p>posing 'what if?' <b>questions</b> that may change the outcome or direction of the line of enquiry/dilemma</p> <p><b>listening</b> and making relevant, related comments</p> <p><b>commenting</b> or asking for an explanation</p> <p>beginning to <b>recognise</b> that <b>opinions</b> may change as a result of listening attentively to others, asking questions for clarification and understanding</p> <p><b>asking questions</b> to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading</p>	<p><b>listening to, reading and discussing</b> a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p><b>reading</b> books that are <b>structured in different ways</b> and reading for a range of purposes</p> <p><b>recording information</b> gained from reading in a <b>variety of simple forms</b> e.g. notes, mind maps, flow charts and tables</p> <p><b>expressing</b> and <b>justifying</b> personal preferences regarding authors/named books/poets/genres</p> <p><b>participating</b> and <b>speaking audibly</b> in a range of situations</p> <p>beginning to <b>use evidence</b> to defend points of view</p> <p>beginning to <b>develop, agree</b> and <b>evaluate rules</b> for effective discussion</p> <p><b>taking turns</b> in group or class conversations</p> <p>beginning to follow up others' points</p> <p>showing whether they <b>agree or disagree</b> in a group or whole-class discussion</p>
<p><b><i>NB Discussion prompts and strategic overarching objectives can be taught within reading lessons but also other areas of English such as in story time and writing lessons. Many of them can be taught within other areas of the curriculum such as 'showing whether they agree or disagree in a group or whole-class discussion'.</i></b></p>	