

READING : MASTERY in Y4

	ESSENTIAL	ADVANCE	MASTER
WORD READING	Apply phonic knowledge and skills to read unfamiliar words. Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y3,4 list) to read aloud and to understand the meaning of unfamiliar words. Apply knowledge of morphology and etymology to read and understand words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Read longer texts, using independent strategies to ensure full understanding.		
RETRIEVAL Finding and understanding facts Finding and understanding clues	Explain the meaning of words in context (e.g. 'My heart raced'). Retrieve and record information from non-fiction by beginning to skim and scan. Check the text is meaningful, discussing understanding and explaining the meaning of words in context. Use dictionaries to check the meaning of unfamiliar words.	Predict what might happen from details stated and implied (deduced information). Infer meanings and justify them with evidence from the text e.g. inferring characters' feelings, thoughts, motives from their actions. Identify overview of the theme of a text.	Ask questions to improve understanding of a text. Identify and summarise main ideas of a text (more than one paragraph).
INTERPRETATION Organisation Context	Identify some text type organisational features e.g. narrative, explanation, persuasion. Experience and discuss a range of fiction, poetry, plays, non-fiction and reference / textbooks. Know a wider range of stories, including fairy stories, traditional tales and myths. Recognise some different forms of poetry – list poems, free verse, rhyming verse, etc.		
	Identify some text type language features e.g. narrative, explanation, persuasion. Begin to understand simple themes in books (and other texts). Make connections with prior knowledge and experience.	Know and recognise some of the literary conventions in text types covered. Know and recognise themes in text types covered. Understand and explain that narrative books are structured in different ways e.g. historical stories and fantasy stories. Make connections between other similar texts.	Know non-fiction books (and other texts) are structured in different ways and be able to use them effectively. Explain why text types are organised in a certain way. Know which books (and other texts) to select for specific purposes, especially in relation to science, history and geography learning.
CHOICE Writer's choice Reader's opinions	Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions and reasons for opinions. Develop pleasure in reading, motivation to read, vocabulary and understanding.		
	Express a personal point of view about a text. Raise queries about texts. Discuss and record words and phrases that writers use to engage and impact on the reader.	Explain ideas and opinions, giving reasons. Listen to others' ideas and opinions about a text. Identify how the writer has used precise word choices for effect to impact on the reader.	Begin to build on others' ideas and opinions about a text in discussion. Show understanding that literary conventions in text types can influence a writer's choice / style. Identify how a sentence type can be changed by altering word order, tense, punctuation or by adding / deleting words.
Oral retelling and performance	Orally re-tell some known stories. Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Read aloud with intonation, tone, volume to show awareness of characters' speech, punctuation and some grammatical features (e.g. an embedded subordinate clause). Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest.		
EXCEEDING STATEMENTS	FINDING AND UNDERSTANDING FACTS Use scanning and text marking to find and identify key information.	WRITER'S CHOICE: Recognise how the meaning of sentences is created by word order and punctuation. Identify how a writer uses language and punctuation to convey character. Find and talk about how a writer uses vocabulary and grammatical features to create effects.	
	FINDING AND UNDERSTANDING CLUES: Use inference and deduction to work out the characteristics of different people from a story. Understand the bias in persuasive writing, including articles and advertisements. Make relevant points to compare and contrast characters, finding evidence in the text.	READER'S OPINIONS: Give an opinion, find evidence in the text to justify it. Point, evidence and attempt at explanation. (PEE) Adapt own opinion in the light of further reading or others' ideas.	
	ORGANISATION: Make connections between other similar texts, prior knowledge and experience.	CONTEXT: Compare the language in older texts with modern Standard English. Compare fictional accounts in historical novels with the factual account. Identify formal and informal language. Talk widely about different writers, giving some information about their backgrounds and the type of literature they produce.	