



YEAR 4  
READING WORKSHOP

# Reading for Pleasure

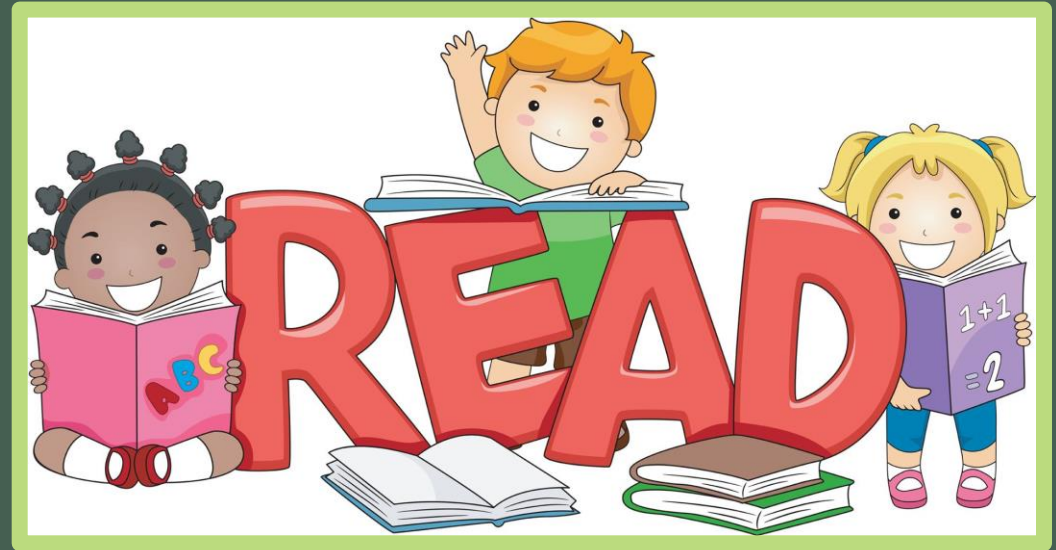
We want all children at Bathwick to want to read for pleasure!

How are we encouraging them to do this?

- Updated class library with some great authors
- Variety of texts to appeal to different readers
- Reading chart
- Inviting reading corner
- Daily opportunities to read

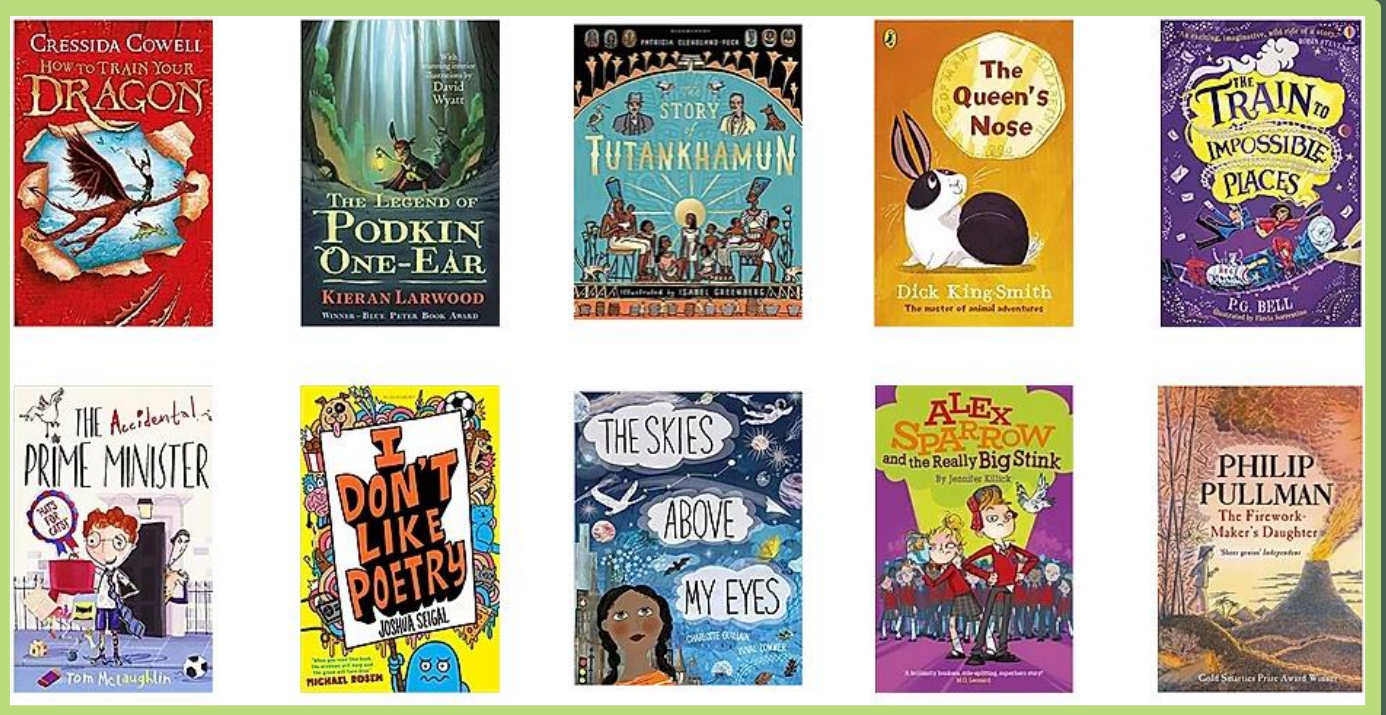
# What do we do at school linked to reading?

- In year 4, children are reading on a daily basis.
- Reading with myself, Teaching assistant, or adult helper
- Shared reading
- Guided reading
- Independent reading
- Reading across the curriculum
- Comprehension lessons
- Class novels and stories



# What can and should your children read?

- Children have a wide choice of texts in school in the Year 4 class library.
- For example, David Walliams, Rainbow Fairies, Cressida Cowell, Adam Blade, Enid Blyton and many others!



# What are we teaching in Year 4?

## Years 3 and 4 programme of study

### Reading – word reading

#### Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

## Reading – comprehension

### Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books

### Statutory requirements

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.



# YEAR 3/4 CHECKLIST

Please see your resources for the Year 3/4 Reading Checklist



# Reading Comprehension – what do we do in school?

- Teach children to recognise they have understood what they have read.
- Linked to topic, reading books and texts used for writing stimulus.
- Wide range of texts and authors explored.
- Children learn how to retrieve words and facts, find the meaning of words, give opinions on the text, comment on the author's use of language, give quotations of the text, compare and contrast texts and study characters.

# VIPERS

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Summarise



Children will use the VIPERS anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which children need to know and understand in order to improve their comprehension of texts.

It can be used as a method of ensuring we are asking a range of questions on a text.

# Your turn!

Work with a partner skim the text on your tables.

Scan the text for the following words and phrases:

- small
- longed
- loveliest
- shut up like a telescope
- out-of-the-way things
- little histories
- curious

- Have a look at the example questions linked to the text.
- This is the sort of text your Year 4 child will face along with the questions.

# What can you do to help?

- Read at home – as much as you can no matter their age or reading ability.
- Find the right time and space for reading.
- Share stories together to read as much as you can.
- Find books that interest them – are their books linked to a film or play they particularly enjoyed?
- Encouragement and support.
- Model good reading habits.
- Take time to ask questions.





# ANY QUESTIONS?

Don't forget to take home the handouts!