



St. Bede's Catholic Primary School



Medium Term Plan - Reading

Skills	Year 4
Reading – Word Reading	
Phonics and Decoding	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>
Common Exception words	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
Fluency	<p><i>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</i></p>
Reading – Comprehension	
Comparing, Contrasting and Commenting	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>

“Shine like a lantern in the presence of the Lord”



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Words in Context and Authorial Choice	Discuss vocabulary used to capture readers' interest and imagination.
Inference and Prediction	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.
Poetry and Performance	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
Non-Fiction	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix I). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

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