

Year 4 Reading Knowledge and Skills Curriculum Map

In every unit of guided reading lessons, children will be taught and continue to practise the following skills:

- **Word Reading**
- **Comprehension**
- **Inference**
- **Language for Effect**
- **Themes and Conventions**

Skills are cumulative across the year and will be repeated and practised in many contexts. The following curriculum map outlines when specific knowledge and skills will be taught however, each unit will often also practise previously taught skills in order to embed them. For example, inference skills to make predictions based on events so far may be taught in the initial autumn term but will be repeated throughout the year in different contexts such as using inference to infer a character's feelings or motives.

Autumn	Spring	Summer
Fiction <ul style="list-style-type: none"> ❖ The Firework Maker's Daughter by Philip Pullman ❖ Red Eyes at Night by Michael Morpurgo 	Fiction <ul style="list-style-type: none"> ❖ Born to Run by Michael Morpurgo ❖ Danger in the Dust by Sally Grindley 	Fiction <ul style="list-style-type: none"> ❖ Journey to Jo'burg by Beverly Naidoo ❖ Rubbish Town Hero by Nicola Davies
Non-Fiction <ul style="list-style-type: none"> ❖ Flowchart Science: Electricity by Louise Spilsbury ❖ Science in a Flash: Electricity by Georgia Amson-Bradshaw 	Non-Fiction <ul style="list-style-type: none"> ❖ Explore Anglo-Saxons by Jane Bingham ❖ Food and Cooking in Ancient Greece by Clive Gifford 	Non-Fiction <ul style="list-style-type: none"> ❖ Body Atlas: Nerves and Senses by Steve Parker ❖ Human Body: Skin by Sue Holloway and Bobbie Neate
WORD READING <ul style="list-style-type: none"> • 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 COMPREHENSION <ul style="list-style-type: none"> • Ask questions to improve their understanding of a text • Use dictionaries to check the meaning of words that they have read • Discuss understanding as it develops and explain the meaning of words in context • Identify main ideas drawn from more than one paragraph and summarising these • Retrieve and record information from non-fiction 	WORD READING <ul style="list-style-type: none"> • Continue to embed skills and fluency from previous learning COMPREHENSION <ul style="list-style-type: none"> • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text INFERENCE <ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence LANGUAGE FOR EFFECT <ul style="list-style-type: none"> • Show understanding through intonation, tone, volume and action when performing poems and playscripts THEMES AND CONVENTIONS <ul style="list-style-type: none"> • Identify features that characterise books set in different cultures or historical settings 	WORD READING <ul style="list-style-type: none"> • Continue to embed skills and fluency from previous learning COMPREHENSION <ul style="list-style-type: none"> • Use specific vocabulary, and ideas expressed in the text, to support own responses INFERENCE <ul style="list-style-type: none"> • Infer underlying themes and ideas LANGUAGE FOR EFFECT <ul style="list-style-type: none"> • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear THEMES AND CONVENTIONS <ul style="list-style-type: none"> • Make links between texts and to the wider world

<ul style="list-style-type: none"> • Recognise and distinguish between fact and opinion • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Discuss words and phrases that capture the reader's interest and imagination <p>INFERENCE</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Draw sound inferences, supported through reference to the text <p>LANGUAGE FOR EFFECT</p> <ul style="list-style-type: none"> • Identify how language, structure, and presentation contribute to meaning • Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader <p>THEMES AND CONVENTIONS</p> <ul style="list-style-type: none"> • Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters) • Identify how a range of presentational devices guide the reader in non-fiction 	<p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p>	
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