



Reading with Your Year 4 Child

Parent Advice Booklet

Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Julia Donaldson.

Encourage your child to attempt to pronounce new words they see in the environment around them. Discuss tricky parts and model the correct way.

Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.

Encourage your child to read silently to himself/herself. Then check their understanding of what they have read after doing so.

Crossways recommends:

Giving/explaining the meaning of words in context.

Retrieving and recording information by identifying key details from fiction and non-fiction.

Summarising main ideas from more than one paragraph.

Making inferences from the text. Then explaining and justifying these with evidence from the text.

Predicting what might happen from details stated and implied.

Identifying/explaining how information/narrative content is related and contributes to meaning as a whole. Then make comparisons within the text.

Identifying/explaining how meaning is enhanced through the author's choice of words and phrases.



Year 4 expectations with supporting questions

Year 4 children are expected to:	To support this, you could say:
apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	Can you find a word which begins with the prefix <i>dis-</i> ? What does the prefix <i>anti-</i> mean? So what could this new word mean?
develop positive attitudes to reading and an understanding of what they have read	What happened in your story? What kind of text would you like to read next?
listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books	What did you think about...? Shall we go and watch a play about...? Have you ever read a... poem?
use dictionaries to check the meaning of words they have read	I'm not quite sure what it means either – shall we use a dictionary?
increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	What genre is this text? What happens in the story of...? Do you know any myths? Could you tell.... a bedtime story?
identify themes and conventions within texts	What message do you think this story is trying to tell us?
prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Would you like to read a poem to us after dinner? This part of the script is a troll speaking; how might they say it?
discuss words and phrases that capture the reader's interest and imagination	What an interesting use of words; why do you think the author chose those?
recognise some forms of poetry, e.g. free verse, narrative poetry	Do you know what kind of poem this is? What can you see?

Year 4 children are expected to:	To support this, you could say:
check that the text makes sense to them	What do you think that is saying?
explain the meaning of new words in context	What does... mean? I'm not quite sure. I thought it meant...
ask questions to improve their understanding of the text	Is there anything you want to ask that you're not sure about?
draw inferences, such as inferring characters' feelings, thoughts and motives	How do you think... is feeling? What makes you think that? Why did he make that choice?
predict what might happen from the details stated and implied	If they...., what might they do next? Who could it be? What makes you think that?
identify the main ideas drawn from more than one paragraph and summarise these	So, what has this part of the story been about? Have you spotted a theme in the story?
identify how language, structure and presentation contribute to meaning	Why do you think the author has used... in the text?
retrieve and record information from non-fiction texts	Can you find the part where...? Which part tells you about...?
participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say	Would you like me to read this page? What did you think of...? I thought that... Do you think... would like this book? What makes you think that?

Reading Scheme Books at Crossways Parent Information Guide

Reading underpins the whole curriculum throughout the Early Years and the Primary Phase, therefore reading fluently with good comprehension is essential as all curriculum subjects rely on this.

Children learn to read by using their knowledge of challenge words, sight vocabulary and phonics. Children need to know all taught phonemes to access words in particular book bands. After these skills are learnt, children begin to pick up fluency, new vocabulary and apply comprehension to increase their reading ability. Fluency is the ability to read aloud with natural rhythm and expression, recognising or decoding words accurately whilst constructing meaning.

Book banding allows children to select texts from a gradient of challenge. At Crossways through the use of the PM benchmarking assessment, teachers have thoroughly assessed your child's reading accuracy which is matched to their retelling and comprehension skills.

The questions are progressive and go from literal comprehension, inferential comprehension, applied knowledge questioning and vocabulary questions.

LILAC
PINK
RED
YELLOW
BLUE
GREEN
ORANGE
TURQUOISE
PURPLE
GOLD
WHITE
LIME
BROWN
GREY
DARK BLUE
RUBY / DARK RED
BLACK BLACK with WHITE plus