# Year 4 Reading Curriculum

| Reading Curriculum | | |
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| **Vocabulary (VIPERS)** | **Inferring (VIPERS)** | **Predicting (VIPERS)** |
| • notes examples of descriptive language and explains the mood or atmosphere they create<br>• notices key words and phrases used to convey passing of time to introduce paragraphs or chapters<br>• identifies how specific words and phrases link sections, paragraphs and chapters<br>• identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed<br>Applies word reading knowledge to infer meaning of unfamiliar words | identifies techniques used by the author to persuade the reader to feel sympathy or dislike<br>• justifies opinions of particular characters<br>• distinguishes between fact and opinion<br>• makes deductions about the motives and feelings that might lay behind characters' words<br>• summarises the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'<br>• comments on the way key characters respond to a problem<br>• makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected<br>• explores alternative outcomes to an issue<br>• analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives<br>• evaluates texts for their appeal for the intended audience | • predicts on the basis of mood or atmosphere how a character will behave in a particular setting |
| **Explaining (VIPERS)** | **Retrieving (VIPERS)** | **Summarising (VIPERS)** |
| | • recognises the introduction, build-up, climax or conflict and resolution in narrative<br>• retrieves information from text where there is competing (distracting) information<br>• identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning<br>• identifies key words and phrases as evidence when making a point<br>• identifies the structure and features of a range of non-fiction, narrative and poetry texts.<br>• analyses how structural and presentational features contribute to purpose in a range of texts<br>• identifies events that are presented in more detail and those that are skimmed over<br>• identifies underlying themes in a range of narrative texts e.g. courage over adversity, loss etc.<br>• identifies the way descriptive language and small details are used to build an impression of an unfamiliar place<br>• identifies figurative and expressive language that builds a fuller picture of a character. | • explains and justifies an opinion on the resolution of an issue/whole narrative<br>• summarises the main ideas of a non-fiction text |
| **Analysing (KS2)** | **Authorial Intent (KS2)** | **Comparing (KS2)** |
| analyses how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint<br>• analyses how poetry is structured and its effect on the reader<br>• exemplifies the move between generalisations and specific information | • understands how authors use a variety of sentence constructions e.g. relative clauses to add detail<br>• explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them | • comments on differences between what characters say and what they do |

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| Power Statements and Reading Behaviours To Be Taught In All Reading Lessons and Cross-Curricular |
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| **Power Statements** |
| Use a dictionary to speedily look up an unknown word's meaning or its spelling |
| Use a contents page, index, headings, chapters, and glossary to get information to answer a question |
| Read aloud a familiar text at an appropriately challenging level at a rate of 110 words per minute |
| Find what is needed in a book by searching quickly for key words and phrases |
| Identify when reading is not making sense and self correct |
| Explain what type of text is being read and describe some of its features |
| Justify predictions about a text through talking about what has been noticed so far |
| Name and describe some similarities and differences between books that have been read |
| Find and tell the main arguments for or against a particular point of view in a text |
| Summarise main ideas drawn from more than one paragraph and summarise these in a fiction or non-fiction text |
| **Reading Behaviours And Fluency** |
| listens to the opinions of others and adjusts own thinking/understanding where appropriate |
| • expresses personal preferences regarding the work of significant authors/poets |
| • explains similarities and differences with own experiences |
| Reads silently with good understanding testing out different pronunciation of unfamiliar words with support |
| Self corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been read |
| Identify themes and conventions in a wider range of books |
| Discuss words and phrases that capture the reader's interests |