

**Reading with your child: A guide for Year 4 parents**

At Bryn Offa Primary School, we recognise how important it is for teachers and parents to work together to give every child the best start. We recognise all children as individual learners and understand that children develop reading in different ways.

Regardless of age and ability, however, all children should develop a love for reading and an enjoyment of books – an enjoyment that should stretch into life beyond Bryn Offa. Reading together at home is therefore one the most important ways in which you can help your child.

This document will give you an idea of age related learning objectives as outlined in the new National Curriculum. Furthermore, there are some tips and ideas to help you to continue to work with developing your child’s reading at home.

**Reading Comprehension**

Once your child is able to decode pieces of texts, they will start to gain meaning. Just as there are different elements to word reading, there are also several strands to successful reading comprehension and each need to be developed in order for a child to flourish into a thriving well balanced reader.

When teachers hear your child read, they will focus on just one or two particular key skills at a time. By selecting a focus, it allows teachers to concentrate on developing that particular skill. Understanding and interpreting a book and thoughtfully responding to what has been presented in the text is equally as important as being able to read the words accurately.

**So what exactly should my Year 4 child be able to do?**

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| **By the end of Year 4, most children should be able to...** |
| **Use a range of strategies including accurate decoding of text, to read for meaning**  - Test out different pronunciations when reading longer unfamiliar words where there may be unusual links between spelling and sounds  - Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words  **Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text**  - Understand and discuss a wide range of books including fairy stories, myths and legends and can retell some of these orally.  **Deduce, infer or interpret information, events or ideas from texts**  - Discuss characters’ feelings, thoughts and actions and explain why they think this using evidence from the text.  **Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level**  - Give reasons for the use of presentational devices in a wide range of texts (layout)  **Explain and comment on writers’ uses of language, including grammatical and literary features at work and sentence level**  - Give a description of the writer’s choices of language and how particular words and phrases can capture the reader’s interest and imagination  - Understand new words and can explain their meaning when in context  **Identify and comment on writers’ purposes and viewpoints and the overall effect of the text on the reader**  - Identify features that writers use to provoke readers’ reactions and explain how effective they think these are.  **Relate texts to their social, cultural and historical contexts and literary traditions**  **-** Make connections between two or more texts and discuss similarities of themes. |

Children need to be able to understand and describe important parts or events in the book. To develop their comprehension they should be challenged to support their answers by drawing answers directly from the text and by supporting their argument with evidence. They should select or retrieve information, about events or ideas from texts and use quotations.

Children need to relate to the text and begin to give their own opinion based upon the information that the author has presented them. Children should develop the skill of ‘reading between the lines’ whilst still supporting their argument using the text. They should be challenged by inference questions and quizzed about what the author meant when he/she wrote this.

Children might be able to give their opinion of the text after considering the book as a whole. They may talk about similar books that they have read or books that are about the same theme. They should comment on how effective the book is and begin to understand messages and the viewpoints of the author.

Children need to identify and comment on the structure of the book and how the text has been organised. They may talk about how a story progresses and identify common parts of a story. For example, the problem or climax in the text. They may notice that different fonts have been used for effect. They may draw upon previous experiences and compare the structure of the text to other books they are familiar with. They should also be able to discuss the layout of a book and give reasons why a text has been designed in this particular way.

**How can I help at home?**

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. Taking an active interest in your child’s learning is one of the best ways you can help your child to do better in school and in life. By actively sharing your child’s reading you are giving it status and importance as well as continuing to develop enjoyment and you are also increasing their understanding of more challenging texts.

Continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth. To become good readers children need to develop skills in all areas and it can be useful to think about these when reading with your child.

*A little reading goes a long way!*

**Useful Questions**

**Non-fiction Books**

* What have you learnt from your reading today?
* Who do you think would find this book most interesting and useful?
* How is the information arranged on each page?
* How does the way that the information is set out help you to understand it?
* Here it says (point to the contents page) …… is on page … What do you think that page will be about?
* How would you use the index to find something out?
* Could you suggest any ways in which your book could be improved?

**Poetry**

* Can you find out who wrote this poem and when it was written?
* What pictures did it make you think of as you read the poem?
* What is the poem about?
* What is the poet trying to do or say?
* What is it about the poem that you liked?
* How do you think the poet is feeling about what they are writing about?
* What ‘poetic features’ can you identify? ( rhyme, rhythm, alliteration etc)
* Did the poem remind you of anything else that you have read?
* Does the shape the poem makes on the page, or the sounds it makes when you read it, add to the message?

**Fiction Books**

* What does …… look like? Use parts of the story to explain how you know this.
* What sort of things does …… get up to?
* Why do you think that …… behaves in the way that he/she does?
* What have you learned about ……? Where did you get this from?
* Would you like to have …… as a friend? Why/why not?
* How did …… feel at the beginning/middle/end of the story? How do you know this?
* Do you feel that you are in any way similar to ……? In what way?
* Do you think that …… changed in any way during the story? How and why did these changes happen?
* Why do you think …… said “…….”?

**General Questions**

* What has happened in the story so far?
* What do you think will happen next?
* Who is your favourite character? Why?
* Who is the character you like least? Why?
* Do you think the author intended you to like / dislike this character? How do you know?
* Does your opinion of this character change during the story? How? Why?
* Find two things the author wrote about this character that made him / her likeable?
* If you met one of the characters from the story, what would you say to him / her?
* Which part of the story is your favourite / least favourite? Why?
* Would you change any part of the story? How?
* Would you change any of the characters? How?
* Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.
* What is the purpose of this book? How do you know?
* Why is this page laid out in this way? Could you improve it?
* Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
* Did this book make you laugh? Can you explain what was funny and why?
* Have you read anything else by this author? Is anything similar?
* Does this book remind you of anything else? How?
* When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?
* Do you think the title of the book is appropriate? What would you have called it?
* What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?
* Find two sentences which describe the setting.
* Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
* If the author had included another paragraph before the story started what do you think it would say?
* Would you like to read another book by this author? Why/ why not?