



CASTLETOWN PRIMARY SCHOOL



Reading Comprehension – Year 4

In independent reading and challenging texts shared at whole class level, the child is able to:

Themes and Conventions	Comprehension	Inference	Language for Effect
<ol style="list-style-type: none"> Identify and explain the main purpose of texts in relation to the reader e.g. <i>“This book is just to give facts but this one tells us what people think as well.”; “It tells us not to be taken in by how things look.”</i> Express personal opinion of writer’s viewpoint and effect on the reader e.g. <i>“The writer thinks families care about each other but sometimes they don’t.”</i> Identify themes in a wide range of texts e.g. <i>triumph of good over evil.</i> Recognise different forms of poetry e.g. <i>free verse, narrative poems.</i> Comment on how writers use conventions to engage the reader e.g. <i>letters, postcards, diaries, maps</i> and contribute to meaning e.g. <i>“The pictures tell a different story.”; “The letters show us that he’s keeping things back so as not to worry them.”</i> 	<ol style="list-style-type: none"> Express personal responses to fiction, non-fiction and poetry. Be able to explain the meaning of words in context e.g. <i>using dictionaries or knowledge of spelling conventions.</i> Be able to locate key information efficiently, for a purpose. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action e.g. <i>pupils choose own poems linked to theme/topic; use drama or drama techniques to convey meaning; pupils negotiate own roles prior to performance.</i> Ask questions to improve their understanding of a text e.g. <i>pupils ask questions linked to author. purpose/themes/broader learning, “What happened to the girl after the story ended?”; “What was the largest dinosaur that ever lived?”</i> Identify main ideas drawn from more than one paragraph and summarise these. Identify how structure and presentation contribute to meaning e.g. <i>“The wind howled”;</i> <i>pupils comment upon the usefulness of diagrams, photos, subheadings.</i> 	<ol style="list-style-type: none"> Infer characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence e.g. <i>“There are clues that tell us he wasn’t happy there – that’s why he ran away.”</i> Understand the difference between what is written and what is implied in a text e.g. <i>What I know ... what I think I know.</i> Predict what might happen from both details stated and those implied. Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>use evidence from across a text to explain events and/or ideas such as, “We know that girls weren’t treated fairly,” or “This chapter lets us know that William would rather be living in England with his Dad.”</i> 	<ol style="list-style-type: none"> Identify words or phrases that capture their interest and imagination e.g. <i>“I like ‘maze of hills’; it makes me think of a mysterious place.”</i> Discuss how shades of meaning can affect understanding e.g. <i>‘Desperately fast’ might mean they are running from something.</i> Explore the origins of words within texts read. Demonstrate understanding of figurative language e.g. <i>in discussion, children find examples and comment on impact.</i>