

Year 4 Children are expected to:	To support this, you could say or ask:
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 dis-? What does the prefix anti- 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?
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?