



October
2020

Reading in Year 4



How to support your child
at home.

This Workshop Aims to :

- Reiterate and emphasise the importance of reading
- Give you an overview of the expectations for reading in Year 4.
- Explain how we at Marsh Hill teach reading in Year 4.
- Provide you with ideas and strategies to encourage and support your child's reading.



"Today a reader, tomorrow a leader." – Margaret Fuller



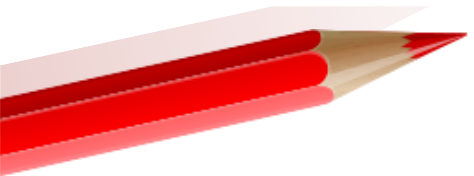
The Importance of Reading and Expectations by the End of Year 4



The Importance of Reading



We all know that reading is important to education and that it provides a gateway to success in all subjects. However research shows that **reading regularly** is essential to our wider lives, having a positive impact on our lives both academically and mentally.



"So it is with children who learn to read fluently and well: They begin to take flight into whole new worlds as effortlessly as young birds take to the sky." - William James

Children and young people who enjoy reading are five times more likely to read above the level expected for their age

Reduces the levels of stress and anxiety and
Therefore has a positive impact on mental health.

Those who read for pleasure have higher levels of self-esteem



Develops confidence and social skills.

Children and young people who read daily are four times more likely to read above the level expected for their age



The Impact of Reading

Reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities.

Greater ability to cope with difficult situations. Reading provides a healthy escape.

Development of vocabulary and language.

Better career:
significantly more likely to be in a managerial or professional career.

Reading for pleasure was also associated with better sleeping patterns

Promotes happiness

The list of benefits is endless...

What the National Curriculum says...


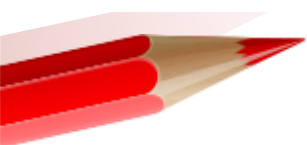


- By year 4, pupils should be able to independently, fluently and enthusiastically read books written at an age-appropriate interest level.
 - They should be able to read them accurately and at a speed that allows them to focus on understanding what they have read, rather than on decoding individual words.
 - They should be able to decode most new words outside of their spoken vocabulary, making a good attempt at the word's pronunciation.
 - As their decoding skills become secure, efforts should be made to introduce children to new words which will increase their vocabulary. This should be done through discussion and by introducing children to a wide range of texts, including stories, poems, plays and non-fiction pieces on a wide range of subjects.
 - Children in year 4 should be securing the skill of reading silently to themselves
- "Reading should not be presented to children as a chore or duty. It should be offered to them as a precious gift." – Kate DiCamillo**

Year 4 Expectations in Reading

By the end of Year 4 children are expected to:

- Apply knowledge of root words, prefixes and suffixes to support their understanding of new vocabulary.
- Have a **positive attitude** towards reading.
- Demonstrate a **good understanding** of what they have read and what is read to them.
- Read and retell a **wide range of texts** including fairy stories, poetry, myths and legends.
- Identify themes and messages in the stories they read.
- Read, recite and perform aloud poetry; recognising some forms used within it.
- **Identify and discuss words (effective vocabulary)** that may capture the readers interest and imagination in a text.
- **Explain the meaning of new words (vocabulary)** in context.
- Draw inferences on character's feelings, thoughts or actions based upon what they have read .
- Make sensible predictions from the details stated and implied so far.
- Retrieve and record information from a non-fiction text.



How do we as a school teach
reading to meet these
expectations and demonstrate
the importance of Reading?

How Reading is taught in School?



The KS2 curriculum has a greater emphasis upon reading comprehension (understanding) as it is expected that children are fluent at word decoding by the end of KS1 (Year 2). Though it is encouraged and expected that all children read regularly to develop pace, stamina and confidence both in and out of school across the curriculum.

We teach reading skills discreetly for 40 minutes each day through 'Close Reading' following a 5 day plan. These lessons allow the children to develop the skills outlined within the curriculum. We provide children with a new carefully selected text each week. Throughout the week the children will read, explore and unpick the text, developing their vocabulary.

Within the lesson the children are taught and given time to analyse the text deeply where they are encouraged to ask and answer questions about it demonstrating their understanding of it and its language structures.

"One of the greatest gifts adults can give—to their offspring and to their society—is to read to children." - Carl Sagan

Close Reading what is it?



Day 1 – Vocabulary focus- During this lesson the teacher will read the text for the first time to the children. After they will draw out any effective, unfamiliar vocabulary to explore-finding the definitions in dictionaries as well as reading around it to decipher its meaning.

Day 2 – Close Reading- During this session the children will be taught how to analyse the text, inferring meaning, identify what information it is giving us as well as given the opportunity to do this independently.

Day 3 – Background information – This lesson gives the children the opportunity to deepen and develop their knowledge of the themes, characters or settings in the text where they should ask questions.

Day 4 – Comprehension Lesson – Answer carefully scripted questions by the teacher which the children must Answer, Prove and Explain APE. (See next Slide)

Day 5- Test Style Questions – Often children get questions wrong not because they do not know the answer but because they have misunderstood or misread the question. This lesson allows the children practise 1 particular test style question each week based on the text they have been reading.

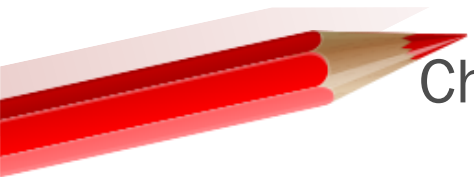
Other Ways we teach Reading



Class Teachers read to the class for a minimum of 15 minutes each day. The text is a high quality text that exposes the children to new vocabulary, themes and language structures.

Children regularly read through all subjects to gain knowledge and information about the subject.

Children have the opportunity to read silently throughout the day.



Children will have the opportunity to read aloud to an adult

Reading interventions are in place for those who need additional support which are tailored to the needs of the individual.

"To learn to read is to light a fire; every syllable that is spelled out is a spark." – Victor Hugo



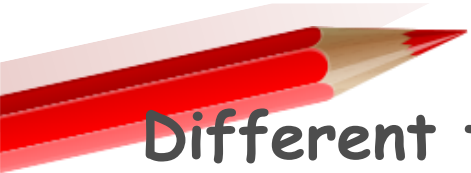
How can you support your
child's reading at home,
both for pleasure and
knowledge?

What to read?



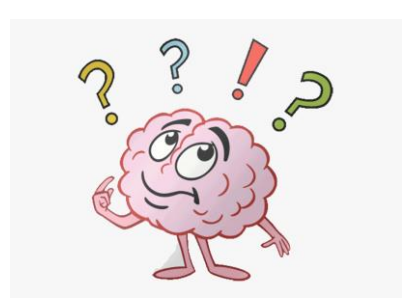
As you can see 'Reading Widely' is mentioned often in the curriculum. But what does it actually mean?

Children need to be exposed to a wide range of literature both read by them and to them by others in order to gain and understand new vocabulary and language structures.

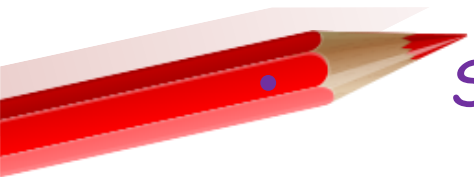


Different texts include: myths, legends and traditional stories, modern fiction, classic fiction, books from other cultures and traditions, poetry, play scripts, newspapers, non-fiction texts.

How can you support your child at home?



- Give your child access to plenty of texts on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Anthony Horowitz, Shakespeare, John Keats.
- Join and regularly visit the local library there you will have access to a full range of literature for FREE!
- Speak with your child's teacher for reading recommendations.
- Find out your child's reading interests.



Developing and understanding Vocabulary



Discuss new vocabulary with your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences. **Don't be afraid to not know the meaning of a new word**, look it up together or ask your child's teacher – this will model to your child that learning is a life long skill, not weakness!

- Broaden the vocabulary you use when speaking to your child.
- Have a word wall - challenge your child or have competition of who can use new words.
- Ask your child questions about what they read.

Intonation



Intonation is the changing of tone in a person's voice when reading particular words. It often reflects emotion, emphasis and attitudes when speaking.

For example lets read the sentence below.

I didn't kick your ball.

Now if we use intonation to emphasis the a different word, it implies a different meaning.

I didn't kick your ball. - this implies someone else did.

I didn't **kick** your ball - implies I did something else to the ball.

I didn't kick **your** ball. - implies 'I' kicked someone else's ball.



Often, an other will hint when they want a word to be read with emphasis by bolding the word or writing it in *italics*.



A passage taken from a Year 4 text

Take From a Year 4 Text: Pandora's Box .

What words could you draw out to discuss the meaning of?

"I think you're ready to explore a secret cave," said Christos when they were hip-deep in the sea.

"A secret cave?" said Alex.

"This coast is full of them," explained Christos.

"The pirates used them as hideouts a long time ago. Most of them are forgotten now."

Alex felt a thrill of excitement. Exploring a secret cave sounded like something out of an adventure book. The old Alex would have shuddered at the very thought of it. But the new Alex —

"Let's go!" she said before clamping the snorkel's mouthpiece between her teeth.

What phrases or statements could need extra emphasis?

What might they need explaining to help them to fully understand the text.

A passage taken from a Year 4 text



Take From a Year 4 Text: Pandora's Box .

Vocabulary

shuddered – shown
fear, flinched
clamping – holding it in
her teeth

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"This coast is full of them," explained Christos.

"The pirates used them as hideouts a long time ago.

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the snorkel's mouthpiece between her teeth.

This implies that she has been practising. That she may not have been ready before. Perhaps she has improved her snorkelling skills and or confidence.

This suggests she has changed. She used to be scared but now she is not.

Who is the most experienced at snorkelling, Alex or Christos?

Use evidence from the text to explain how you know.

Other ways to question your child about what they have read...

More from the same story- the characters are considering swimming into an underwater tunnel.

Which word best describes how Alex felt about diving under the rock

excited terrified nervous?



Prove it using evidence from the text.

Christos cares about Alex. True or False? Use evidence from the text to explain your answer.

"It's...nice," said Alex, "as caves go."

"Oh, we're not there yet," replied Christos. He pointed to the back of the cave where the water seemed darker, like the ink the octopus had squirted at Alex earlier. "That's the entrance to an underwater tunnel," he explained. "You ready to follow me?"

A small knot of panic formed in Alex's throat.

Her confidence was growing, but she wasn't sure she was ready to tackle an underwater tunnel yet. "You mean we actually have to dive under all that rock?"

"For less than thirty seconds," Christos reassured her. "I've timed it. Just take a deep breath. Fill your lungs and follow me. It'll be worth it, believe me. I'll be there to help you if you need it, but I'm sure you won't."

This suggests she wasn't impressed with the cave, almost disappointed.

Alex was suddenly afraid. She doubted herself.

Now we know the meaning of the word reassured, can you use it in a sentence?



If in doubt...

"Once you learn to read, you will be forever free." – Frederick Douglass

Read to them, read with them or let them read on their own.

A LITTLE reading every day (even just 10 minutes) is better than less frequent, longer reading. Kids who read for a few minutes daily improve more.

Reading widely is important, but reading anything counts.

LET your child choose their own reading — it is more likely they will enjoy it however encourage them to read out of their comfort zone.

TRY to integrate reading into everyday life, on the bus or in the car for example.

Look out for Reading Homework:

Reading books will be set for your child via Fiction express:

en.fictionexpress.com/login/

or Active learn: <https://www.activelearnprimary.co.uk/login?c=0>

Ask your child or their teacher for their login details.

Win! Win! Win!

£50 GIFT VOUCHER

Enjoy a family day out to the cinema with this £50 gift voucher. Use it to buy tickets for films and other event screenings, VIP upgrades, snacks and drinks in any Vue in the United Kingdom.

To win, just answer the question below and send the answer to your child's class teacher at:

4H@marshill.bham.sch.uk or

4P@marshill.bham.sch.uk

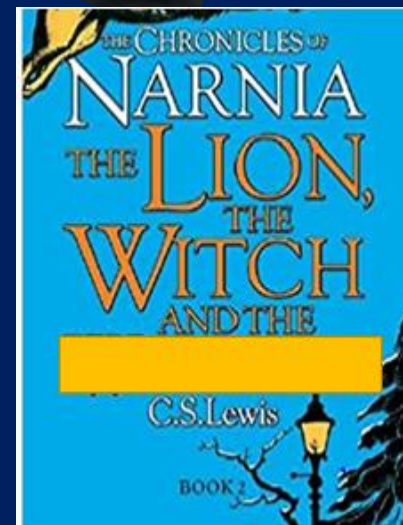
ALL those who correctly answer the question will be entered into the KS2 prize draw next term!

Price Draw:
Wednesday
11th
November



Question: Complete the title of this classic children's story? The Lion, The Witch and The...

is it: a) Wardrobe
b) Bear
c) Chair





Thank you for your continued support and dedication to your child's education.

Especially now, during this difficult and uncertain time.
Together we will work together to get the best
outcomes for your child.

Please do not hesitate to ask us for any guidance or
help you may need when supporting your child's
reading.

