Reading
Year 4

Monitor student development in skills of this area:

- Is aware of particular genres in other curriculum areas
- Identifies purpose of different genres
- Reads beyond own experiences
- Personal reading goals
- Keeps a text portfolio
- Develops knowledge of texts that are abstract and removed from personal experience
- Reflects and thinks critically about texts
- Draws conclusion about and interprets the meaning of a text
- Identifies that characters can be stereotyped
- Can identify complex letter patterns e.g. “scious” “tion”
- Has an increasing bank of sight words including some difficult and subject specific words (See list in Appendix)
- Self corrects and rereads to clarify meaning
  - Reads on to decipher difficult texts and predict meaning of unknown words
- Reads texts fluently
- Reads on when encountering difficult text
• Uses a dictionary and thesaurus to find word meanings and antonyms / synonyms

• Decodes unreal one, two and three syllable words
  - Use strategies to decode
e.g. syllables, v-e, digraphs, blends,
suffixes s, es, ful, ing, ness, less, est, ed, ly, ment, er
  prefix: un
  (See Appendix for list)

• Uses expression relating to the context of story

• Uses expression related to print style

• Uses expression relating to the punctuation
e.g. Full stop (stop and rest), comma (pause), capital letter (raise voice), speech marks (change of voice), exclamation mark (change of voice), question mark (change of voice)

• Reads and views a variety of texts on familiar and unfamiliar topics
e.g. non-fiction (including autobiographies, fiction, short stories, poems, novels, predictive texts, web-sites, homepages, bulletin boards, maps

• Sequences materials from texts (written and visual)

• Teach students how to use guide words at the top of the dictionary pages

• Critically thinks about and reflects on texts

• Draws conclusion/s about the meaning/moral of a text (visual and written texts
e.g. logos, music, use of colour)

• Compares the structure of texts

• Identifies the beliefs, attitudes and values in written and visual texts. Examines how these views shape perspective of the future.

• Participates in activities responding to literature, media and texts (e.g. book reports, recount, cloze, read and retell, story map and story board)

• Presents research work where student is required to sort and sequence their work. Presentation may include maps, recipes etc.

• Uses reading skills to identify symbols, codes and abbreviations e.g. food label codes
• Identifies, predicts, interprets and evaluates the language features of written and visual texts and discusses their effect on the reader
  • Analyses written and visual texts according to
    • Social context
    • Writer’s intended audience
    • Discuss language features of text type
e.g. short story, advertisement, set of instructions, explanation
  • Explores aspects of text organisation
    • Identifies cohesive links using connectives that add information e.g. and, as well
    Or shows cause and effect e.g. because, so

• Interprets and analyses grammar as a resource for meaning
  e.g. identifies quoted and reported speech in newspaper texts and discuss effects of their use

• Recognises grammar as building blocks of language
  e.g. Identifies base words and explains how prefixes and suffixes change words and their meaning

• Appreciates and responds to expressive aspects of written language
  e.g. Considering rhyme, syllables and rhythm in poetry
  e.g. Gives appropriate emphasis when reading poetry

• Recognises language choice in stages of texts
  e.g. Action verbs in complication stage of narrative
  e.g. Technical language in classifying stage of the information report

• Demonstrates understanding of text organisation
  e.g. Tracking participants in text using chains of reference ‘The little girl,’ ‘…she’ ‘…her’

• Identifies, interprets and analyses grammatical resources in written texts
  e.g. Identifies verbs used to link information in a report and comments on their function in classifying and describing things

• Shows an understanding of the building blocks of language
  e.g. Identifies conjunctions and discusses different links they create between ideas in texts
Computer / Resource based learning:

- Selects appropriate material for a specific purpose e.g. research
- Applies research strategies (See list in Appendix)

Research skills:
- Reads and views texts to gather and organises information for short, focussed research tasks using the following skills
  - Browse and search
  - Skim and scan
  - Read cover information
  - Refer to homepages, web-sites, web-bookmarks, bibliographies, contents lists, index, headings, sub-headings, statistical data, on-line and off-line information
  - Refer to homepages, web-sites, web-bookmarks, bibliographies, contents lists, index, headings, sub-headings, statistical data, on-line and off-line information
  - Seeks help if required
  - Uses library data base
  - Considers a range of perspectives
  - Use key words to identify relevant sections for reading
  - Use key words to identify main points of article/text
  - Make brief notes or tables of relevant information
  - Draws concept maps, tabulates, makes lists, highlights
  - Compares information from different print and visual texts and sources
  - Evaluates usefulness of information source
  - Uses a range of current information and communication technologies e.g. CD-ROMs, electronic slide-shows, interactive computer texts
    - e.g. Combine text, graphics and audio in a web page design for a local and global audience
  - Identifies, predicts, interprets and evaluates the language features of written and visual texts and discusses their effect on the reader
    - Analyse written and visual texts according to
      - Social context
      - Electronic Sources
      - Writer’s intended audience
    - Discuss language features of text type
      - e.g. short story, advertisement, set of instructions, explanation
  - Interpret communication in different modes
    - e.g. Identifying and making use of conventions of electronic texts such as hyperlinking