

At Claregate we use the VIPERS reading domains.

V	(V) Draw on knowledge of vocabulary to understand texts	Which word in the text describes what xxx is like? Find and copy one/two words which describe/means? In the sentence the word xxx is closest in meaning to (examples given) Give the meaning of the wordin the sentence? What does word/phrase mean? What does the word x tell you about y? What effect has the author created writing a particular line this way? The writer uses words like xxx. How does this make you feel?
I	(I) Make inferences from texts	How do you know that xxx was excited? How did xxx feel when ...something happened? What impressions do you get of a setting/a person from a paragraph? What does a particular paragraph suggest/infer about a person/setting? Why did....something happen? Why did...someone do something? What evidence in the text is there that a character felt /is....adjective?
P	(P) Predict what might happen on the basis of what has already happened	How do you think this story will develop? Do you think that someone will do/act differently in the future?
E	(E) Explain preferences, thoughts and opinions about the text.	How does the title encourage you to read on? In what ways do the illustrations support the text? Which text is better and why? Describe different character's reactions to the same event In what ways are 2 characters/settings the same/different?
R	(R) Identify and explain key aspects texts	What, Who, Where, When, Why? How much/many? Using information from the text, decide if the following statements are true or false?
S	(S) Summarise main ideas from more than one paragraph	What happened before or after ...? Number the sentences below from 1 to 4 to show the order they happen in the story Which of the following would be the most suitable summary of the whole text/paragraph?

You can use these questions stems when sharing books with your children at home.

Reading with Your Year 4 Child Parent Advice Booklet



National Curriculum Expectations

Year 4

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.

What This Means for Parents

- Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles,
- Encourage your child to attempt to pronounce new words they see in the environment around them. Discuss tricky parts and model the correct way.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.

Year 4 children are expected to:

apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet

develop positive attitudes to reading and an understanding of what they have read

listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books

use dictionaries to check the meaning of words they have read

increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally

identify themes and conventions within texts

prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

discuss words and phrases that capture the reader's interest and imagination

recognise some forms of poetry, e.g. free verse, narrative poetry

check that the text makes sense to them

explain the meaning of new words in context

ask questions to improve their understanding of the text

draw inferences, such as inferring characters' feelings, thoughts and motives

predict what might happen from the details stated and implied

identify the main ideas drawn from more than one paragraph and summarise these

identify how language, structure and presentation contribute to meaning

retrieve and record information from non-fiction texts

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