

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. Have a look at Year 4's Reading Quest for ideas.
- 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.

# Reading with your Year 4 child

## Parent and Carer Advice Booklet



## Why is it important to listen to your child read?

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books in increasing depth.

Learning to read is one of the most essential skills we learn and impacts on all areas of learning. This is where parental support can make a huge difference to your child's progress and confidence. Regular reading at home will support all areas of learning at school. We expect children to be reading **a minimum of three times per week for 15 minutes at a time**. Children are issued with a reading record which should be sent into school each day with their reading books. These are a great way for the teacher to monitor your child's reading habits, and can be used as a method of communication between home and school.

## How to help with your child's reading in Year 4

- ⇒ Read longer stories/ novels and talk about them
- ⇒ When reading non-fiction, point out persuasive language, facts, opinions
- ⇒ Discuss points of view expressed in the text
- ⇒ Encourage your child to ask the meaning of more complex language regularly
- ⇒ Talk about the styles of individual writers
- ⇒ Talk about the place and time a story is set in.

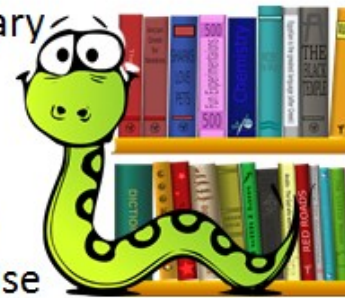
Once children have developed the basic skills of reading, there can be a risk that their motivation and enthusiasm begins to lessen. This is a vital sign in children's reading development and the point at which parents can offer invaluable support. Taking the time to talk to your children about the books they choose and listening to them reading aloud regularly can make all the difference. Children need to understand why we read. They need to experience the range of feelings that a book can create or the power that can be gained from accessing information.

Reading must not only be confined to stories. Many children love reading comics, magazines, newspapers, e-readers, information books and poetry. All of these reading activities should be encouraged.

## Questions...

In Year 4 we use the acronym VIPERS to help us remember the different types of reading questions. Use these question stems to help your child think deeply about what they have read. You could try asking one question from each of the following areas to support their thinking after they have read aloud or to themselves.

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Summarise



### Vocabulary Questions

- What does the word/phrase/sentence tell you about the character/mood/setting?
- By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/this character feel by writing...? Why?



### Inference Questions

- What do you think... means? Why do you think that? Could it be anything else?
- I think...; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why...?
- What do these words mean and why do you think the author chose them?



### Prediction Questions

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that the story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



### Explanation Questions

- What is similar/different about two characters? Did the author intend that?
- Explain why...did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which... is better and why?



### Retrieval Questions

- Find the... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling the story?



### Summarising Questions

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraph deal with the same themes?

