

Year 4 – Becoming an ‘exceeding’ reader

We have put together the following guide to help our parents and carers support their children in reading together at home and becoming an ‘exceeding’ reader! An ‘exceeding reader’ is a reader that has mastered the word reading (decoding) aspect of reading, as well as mastering the comprehension content of their year group beyond that of the ‘expected’ standard. When assessing children in school, we have found that there is sometimes inconsistency between a child’s ability to read words and their understanding of the text; a fluent reader may need further support in their comprehension skills which can occasionally be masked by their fluency. Comprehension and fluency should be seen as equal in value in helping a child to become a confident reader. If a child is working at an ‘exceeding’ level in reading they need to be able to complete most of the following objectives in this list across a wide range of books and text types. Some books will lend themselves better to statements than others depending on whether they are fiction or non-fiction texts. Please note that these statements are for an ‘exceeding’ reader, rather than an ‘expected’ reader and do not correlate with the levels in our school reading scheme. The school reading scheme is designed to support children in becoming confident readers by allowing them to develop their reading stamina, comprehension, word recognition and decoding skills at a developmentally appropriate pace. If you have any concerns about your child’s reading please book an appointment with their class teacher to discuss their reading level further.

Exceeding statements: Children can...	How I can help at home...
Fully engage with and enjoy reading a wide range of texts, making choices and explaining preferences; justify preferred authors and text types, drawing comparisons; know how to locate books in a library. Identify themes and conventions in a range of texts. Make comparisons.	<i>Read lots of different types and styles of books by different authors – e.g. comics, poetry books, plays, joke books, story books, information books etc. Look for similarities and differences in the plots, themes (e.g. the theme of ‘poverty’ or ‘life-cycles’), characters and settings between authors and talk about whether they liked the book or not. Remind the children that it is OK to not enjoy a book, but get them to talk about why they didn’t like it! Visit the local library and hunt for specific books! Model reading for enjoyment at home yourselves e.g. on Ipads, Kindles, books etc. and encourage your child to do the same. Set aside time for quiet reading and reading together where you can read more advanced books to your child. Talk about what different words mean and encourage your children to ask questions about the stories or information they read.</i>
Listen to, discuss, express and justify views about a wide range of fiction, poetry and plays.	<i>Ask the children how they know the book they are reading is a non-fiction book and talk about how it is different to a story. Ask the children questions that will make them think about how useful a book is for the reader. E.g. Were the facts easy to find? Which book gave you more information? Were the diagrams helpful? This could be linked to research for project homework. Ask children to rate information books and recommend them on how useful they are.</i>
Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics confidently and independently; identify typical presentational features.	<i>Expose the children to different types of poetry and song lyrics. Encourage the children to look for patterns and talk about the language used. Read poems to the beat of music. Are there any hidden meanings or descriptions that could mean something else?</i>
Recognise, compare and evaluate several different forms of poetry.	

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Without prompting, draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives, from their actions or words.	<i>This is about ‘reading between the lines’ e.g. talking about character motives, why characters feel the way they do and predicting what might happen next based on this. You could ask questions such as, ‘Which word tells you that the character was behaving suspiciously? Why were the children nervous of Hagrid to begin with?’</i>
Provide credible and insightful predictions about what might happen.	<i>Stop half way through a story and ask your child to guess what might happen next. Focus on getting the children to explain their thoughts using information from the text. Think about what could happen if there was a sequel to the book, which characters would be in it? What would they do?</i>
Explain the precise meaning of words in context; use dictionary independently.	<i>Use dictionaries at home to look up new vocabulary – either online or using dictionary books. Get the children to think about how they would explain the meaning of a word to an alien!</i>
Re-read automatically to ensure that the text makes sense, reading to the punctuation.	<i>Encourage your child to react differently to different types of punctuation by changing their voices and expression. Re-read sentences to your children in a monotone voice to show them how punctuation affects the way sentences are interpreted. Encourage your children to read unfamiliar vocabulary aloud so they can check it makes sense within the sentence.</i>
Provide explanations which show their high level of understanding of the text.	<i>Ask your child questions about the text they are reading and get them to answer using lines or words from the text as evidence. E.g. How did Ben know how to get to the crown jewels in Gangsta Granny?</i>
Confidently identify and summarise main ideas drawn from more than one paragraph.	<i>Ask the child to ‘sum up’ their reading in 3 words. Talk about what the theme of the book was about. For non-fiction books, talk about what they believe the most important piece of information was and why.</i>
Retrieve and record information competently from non-fiction texts.	<i>Ask the children to find specific facts using an information book. Encourage them to use the contents and index pages to find the information they are looking for. Challenge children to find really specific facts where there may be ambiguity in the text.</i>
Identify how language, structure and presentation contribute to meaning.	<i>Ask questions and discuss the language and layout in books. E.g. Talk about how the word ‘threatening’ means that the storm is close and could be dangerous; that the use of bold font makes the important facts stand out.</i>
Discuss and precisely explain vocabulary that captures the reader’s imagination.	<i>Ask the children to pick out specific describing words or phrases they like. Ask them what this specifically tells them about the type of character or setting, and what sort of picture it helps to create for the reader. Compare your ideas with theirs. Think about what the description reminds you of.</i>
During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.	<i>Encourage your children to ask questions about the books they are reading. If your children find this hard, model examples of questions for them; e.g. Why did the Gingerbread Man trust the fox? How did Ben’s opinion of Gangsta Granny change as the story went on?</i>