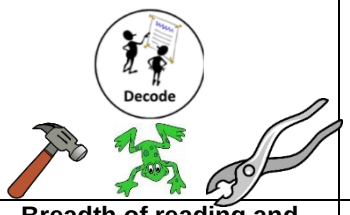
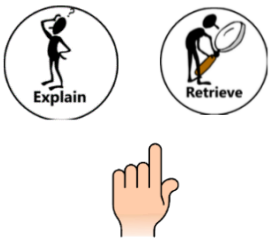
Reading Skills and Knowledge – Year 4 Long Term Plan	
Decoding 	**Pupils should be taught to:** • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Breadth of reading and familiarity with texts	**Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:** • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books
Poetry and performance	**Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:** • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry [for example, free verse, narrative poetry]
Word meaning 	**Pupils should be taught to:** • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
Understanding 	**Pupils should be taught to understand what they read, in books they can read independently, by:** • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text
Inference 	**Pupils should be taught to understand what they read, in books they can read independently, by:** • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • identifying main ideas drawn from more than one paragraph and summarising these
Prediction	**Pupils should be taught to understand what they read, in books they can read independently, by:** • predicting what might happen from details stated and implied with evidence Predictions may be based upon content, simple themes or drawing on text types
Authorial intent 	**Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:** • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning Give extended explanations of the impact of language choices on meaning. Comment on how language, including figurative language, is used to contribute to meaning
Non fiction	**Pupils should be taught to:** • retrieve and record information from non-fiction
Discussing reading	**Pupils should be taught to:** • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say