

Pupils reading within **Stage 4** should: maintain positive attitudes to reading and understanding of what they read and increase their familiarity with experience of a wide range of:

- poetry modern fiction fiction from literary heritage plays library non-fiction myths and legends other cultures and traditions
 reference or textbooks traditional stories drama whole books read aloud

St. Bartholomew's C of E Primary School

Stage 4 Reading

Word RG: W	Comprehension RG: C	Inference RG: I	Text structure and organisation RG: T	Language for Effect RG: L	Themes and Conventions RG: TC
<p>In most reading:</p> <p>1) Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words (NC Appendix 1)</p>	<p>Independently, the child is able to:</p> <p>1) Read, listen to and discuss an increasingly wide range of high quality texts, building on their own and others' ideas and challenging views courteously</p> <p>2) Check the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>3) Ask questions to improve their understanding</p> <p>4) Distinguish between statements of fact and opinion</p> <p>5) Retrieve, record and present information from non-fiction including: history, geography and science textbooks, information leaflets and theatre programmes</p> <p>6) Identify some relevant points, including those selected from different places in the text</p> <p>7) Make comments generally supported by relevant textual reference or quotation</p> <p>8) Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>9) Recommend books to their peers supported by reasons for making their choices e.g. 'you would enjoy this because...'</p>	<p>Independently, the child is able to:</p> <p>1) Make inferences such as inferring characters' feelings, thoughts and motives from their actions, based on evidence across the text and justifying inferences with evidence e.g. 'It's all about suffering and how difficult it was for the explorers: the food, weather, communications etc.'</p> <p>2) Predict what might happen from detail stated and implied using evidence from different parts of the text</p>	<p>Independently, the child is able to:</p> <p>1) Read books that are structured in different ways and read for a range of purposes</p> <p>2) Identify how structure contributes to meaning e.g. 'although the author begins in the present by describing the accident first, he goes back in chapter 2 and explains why the child was in the road'</p> <p>3) Identify how organisation and presentation contributes to meaning e.g. 'the writer uses bullet points for the main reasons'</p>	<p>Independently, the child is able to:</p> <p>1) Discuss and evaluate the authors use of language, including figurative language and the impact on the reader e.g. <i>disgraceful is a good word to show how upset he is with her behaviour</i></p> <p>2) Identify some basic features of writer's use of language e.g. 'the author uses lots of questions to make you want to read on and find out what happens next'</p> <p>3) Learn a range of poetry by heart</p>	<p>Independently, the child is able to:</p> <p>1) Explain and discuss their understanding of what they have read providing reasoned justification for their views</p> <p>2) Identify themes and make comparisons within and across texts e.g. loss or heroism - 'These authors explore sorrow and loss of loved ones' or 'In this play, Shakespeare shows us how brave the main character is and he does the same in this play by...'</p> <p>3) Identify conventions of different types of writing e.g. use of first person in writing diaries and autobiographies</p> <p>4) Identify the main purpose in a text, e.g. 'it's all about why going to the dentist is important and how you should look after your teeth'</p> <p>5) Comment on writer's viewpoint e.g. 'he only tells you good things about the farm and makes the shop sound boring'</p> <p>6) Comment on overall effect on reader, e.g. 'the way she describes him as "rat like" and "shifty" makes you think he's disgusting'</p> <p>7) Comment on the effect that the reader's or writer's context has on the meaning of texts, e.g. historical context, place, social relationships</p>