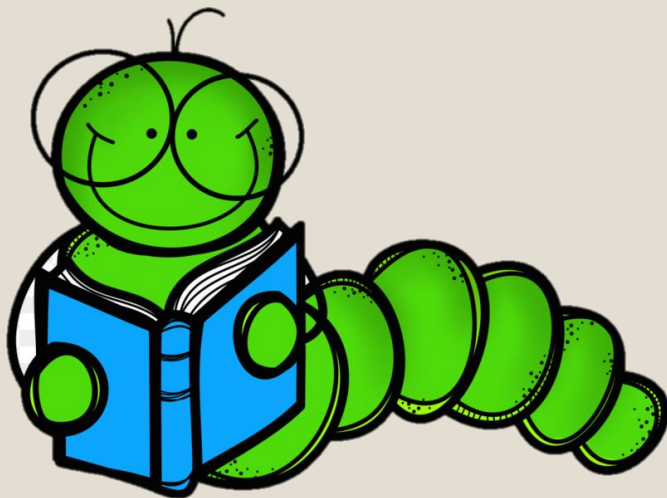


Welcome to Year 4's How to Help Reading Parent Workshop



**The more that you read,
the more things that you'll know.
The more that you learn,
the more places you'll go.**
-Dr. Seuss

Are you able to read the paragraph on the left?

Wtih the phneoemnal pweor of the hmuan mnid,
it dseno't mtaetr in waht oerdr the ltteres in a
wrod aeappr; the olny iproamtnt tihng is taht the
frsit and lsat ltteers be in the rghit pclaes. The
rset can be a taotl mses, and you can sitll raed
it whotuit a pbeorlm. Tihs is bcuseae the huamn
mnid deos not raed ervey lteter by istlef but the
wrod as a wlohe.

Azanmig, huh?

With the phenomenal power of the human mind,
it doesn't matter in what order the letters in a
word appear; the only important thing is that the
first and last letters be in the right places. The
rest can be a total mess, and you can still read
it without a problem. This is because the human
mind does not read every letter by itself but the
word as a whole.

Amazing, huh?

National Curriculum – Age related expectations

- **WTS:** Working towards year 4 – Beginning/Developing
- **EXS:** Working at year 4 – Expected
- **GDS** – Working above year 4 – Greater Depth

Reading Assessment Changes

There are some changes to the new curriculum and assessment in year 6:

- The test will contain **3 or 4 different texts**. The texts will become more difficult as you go through the paper; they won't be linked to a theme
- **Vocabulary** will now be assessed
- Pupils will have to **predict** what might happen next (only in fiction texts) children will have to refer to the text
- There will be questions where the children will need to demonstrate an understanding between fact and fiction
- Children will have to **compare texts** (character/setting/events)
- **Summary** is a new expectation. They will usually be closed questions .e.g. select from a given list, order events etc.

Improving reading skills

- Your child **should be** reading their accelerated reading book EVERY day
- To improve their reading speed, your child should practice for about 15-30 minutes each day
- Your child must take their quiz once a week depending on the book level they are reading
- Read each word carefully and understand it! Do not just say the words and read unnecessarily
- Allow your child to increase their understanding of words by keeping a dictionary beside them when reading as well as creating a vocabulary bank to increase their vocabulary

Improving reading skills

- Give your child the chance to take breaks often between reading
- Get your child to visually picture what they have read through drawing
- Give your child the opportunity to visit the library weekly
- Provide the best conditions – lighting, no noise, no TV
- Encourage them to read as much as they can! It will help them in lots of ways (across the curriculum) and their vocabulary will become larger and more sophisticated



End of year 4 - Expectations

Year 4 Reading

Comprehension

Sufficient evidence shows the ability to...

- ❑ Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.
- ❑ Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments.
- ❑ Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.
- ❑ Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.
- ❑ Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.
- ❑ Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons.
- ❑ Predict what might credibly happen from details stated and implied.
- ❑ Explain the meaning of words in context; use dictionaries to check meanings.
- ❑ Check the text makes sense, reading to the punctuation and habitually re-reading.
- ❑ Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.
- ❑ Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.
- ❑ Retrieve and record information from non-fiction texts.
- ❑ Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.
- ❑ Discuss words and phrases that capture the reader's interest and imagination.
- ❑ During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.



Word Reading

Sufficient evidence shows the ability to...

- Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.
- Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.
- Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.
- Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.

Accelerated Reader



- **Accelerated Reader** is a computer **program** that helps teachers to assess and monitor children's independent **reading**.
- **At the beginning of the year, your child takes a star reading test which identifies their Zone of Proximal Development (ZPD). This enables teachers to ensure children are accessing books appropriate to their reading age.**
- Your child picks a book at his or her level and reads it at his or her own pace. When finished, your child takes a short quiz on the computer within twenty-four of hours of completing the book.
- This helps to develop their vocabulary and the way they understand and interpret texts.

Accelerated Reader



- You will have been introduced to Home Connect, which enables you to monitor what your child is reading and quizzes they have taken.
- This will help promote a healthy dialogue about what your child is reading.
- Rewards: if your child reads a million words they receive a certificate on name is put up on the millionaire board.
- Your child should be at a reading level of 4.0 or above – Expected
- In December, your child will get the chance to sit their Star Reading Test which will could change their ZPD level (reading level) – it could go higher/lower

Example reading test questions

These questions are about *Antarctica* (pages 4 and 5).

1. Which of these animals live in Antarctica?

Tick **two**

penguins

polar bears

ponies

seals

brown bears

1 mark

Example reading test questions

2. Complete the table to show whether the sentences are **true** or **false**.

One has been done for you.

	True (T) or False (F)?
Inuit people live in Antarctica.	F
Scientists work in Antarctica.	
The research stations are built of wood.	
On top of the ice is permafrost.	



1 mark

Example reading test questions

3. It says in the text that Antarctica is about 60 times larger than the United Kingdom.

Why do you think the writer has included this fact?

Tick **one**

to show how cold it is

to show how big it is

because the writer likes Antarctica

because the writer likes the UK

1 mark

4. What is the weather like most of the time in Antarctica?

Tick **three**

wet

dry

snowy

windy

cold

warm

1 mark

Example reading test questions

9. What inspired Amundsen to become an explorer?

1 mark

10. When was Amundsen's ship freed from the ice?

Tick **one**

Winter 1898

October 1911

March 1899

December 1911

1 mark

11. Who was the race to the South Pole between?

_____ and _____

1 mark

Example reading test questions

2 Circle the word that means the same as **strange**.

unusual

ugly

imagine

3 Fishface Freddie has been at sea longer than Captain Nell.
What does Captain Nell say that tells you this?

.....

Example reading test questions

4 Write down the **three** creatures that Fishface Freddie says he has seen.

1.

.....

2.

.....

3.

.....

5 Write down a word that means the same as **enormous**.

.....

Example reading test questions

11 Freddie says that he **glanced out at sea**. What does **glanced** mean? **Tick one.**

sailed

rowed

looked

Example reading test questions

4 The writer also tries to describe his excitement using a sound. What is it?

.....

5 The writer wasn't whale-watching alone.
How do you know?

.....

6 At what time of day were the dolphins spotted?

.....

7 **Circle one word** that means the same as **pod**.

game

group

baby

Top Tips

For Reading with Your Child at Home



As we all know, there is a lot more to reading than just reading! Here are some tips to help during reading sessions with your child at home.

- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?
- Discuss the meaning of words. Use a dictionary to get your child used to exploring words for themselves.
- Discuss alternative words. For example, 'big'. Ask your child to think of another word that means the same, e.g. 'huge' (use a thesaurus).
- Make predictions. What do you think will happen next? What makes you think that?
- Start at the end of the book. What do you think has happened before this point? Why do you think that?
- Discuss feelings. How do you think the characters are feeling? What has made them feel this way?
- Where is the story set? Have you read another story with the same setting? For example, 'We're Going on a Bear Hunt' by Michael Rosen and 'The Gruffalo' by Julia Donaldson are both set in the woods.
- Discuss the problem in the story. What has happened? What went wrong?
- Discuss the resolution. How was the problem solved? Is there another way it could have been resolved?
- Fact or fiction? Is this book a story book or a non-fiction book? How do you know?
- What have you learnt? What do you know now that you didn't know before reading the book?

During Reading

Encourage children to use expression when reading, especially for the voices of different characters.

Discuss the punctuation on the page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark?

You do not always have to read the entire book every night. Focus on 2 pages and talk about the characters, setting, and plot in a lot of detail. You might want to take it in turns to read so your child can hear how you read.

Useful Websites:

- <https://www.bbc.co.uk/bitesize/topics/zprrd2p>
- <https://www.everyschool.co.uk/english-key-stage-2-comprehension-2.html>
- <https://www.oxfordowl.co.uk/for-home/reading/>
- <https://www.theschoolrun.com/reading-learn-how-get-most-reading-your-children>
- <https://www.oxfordowl.co.uk/for-home/advice-for-parents/fun-ideas-learning-at-home/fun-ideas-ages-9-11/>

Encourage your child to read as much
as they can and enjoy reading 😊

Thank you for coming!

Any questions?

Please do not forget to take the reading
booklet resource.