

Reading

in Year 4 at
Almond Hill Junior
School





Reading Lesson 1

We have two reading lessons per week (in addition to any phonics teaching). We have two reading lessons per week (in addition to any phonics teaching). The first focuses on reading fluency and children practise rereading a short extract of text and identify pauses and emphasis that develop reading for comprehension. New vocabulary is discussed and some retrieval and deeper thinking questions are discussed. The focus is on reading aloud and discussing understanding.

Below is an example of Y4 outcomes from Reading lesson 1.

For many years, it was said that bears hibernated during the winter. This isn't actually true. Bears in the northern, colder habitats do rest during the winter, but it isn't hibernation. When an animal hibernates, its heart rate slows down and its temperature drops. It is very difficult to wake a hibernating creature, and the energy it would need to use to warm up would most likely kill it. Bears, on the other hand, go into a deep sleep. Their heart rate remains the same and their temperature doesn't drop. This is vital for bears, because female bears often wake during the winter to give birth. They then go back to sleep until spring! This type of long sleep is called a torpor. Bears can also wake from torpor if they are attacked by predators. One amazing thing about torpor is that a bear doesn't need to release any waste. Instead, the body recycles the bear's urine

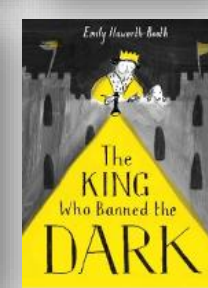
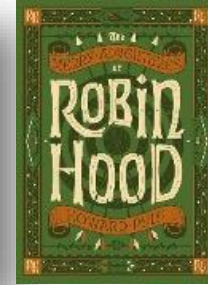
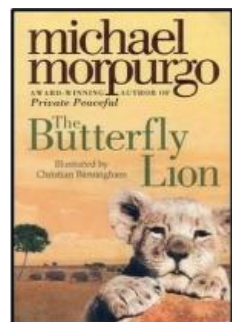
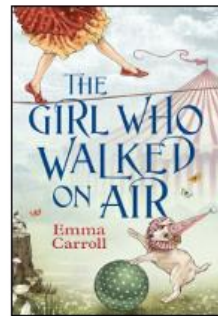
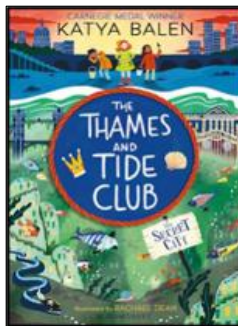
'Gone,' said the boy. 'Ran away.' This time the men didn't say 'well done' and pat him on the head. This time they looked at the boy like they didn't believe him. 'There was a wolf, honest,' he said. The men just walked back to the village without speaking. Now the boy felt really sorry for himself. 'They know I rang my bell when there was no wolf.' Then out of the corner of his eye he saw a movement - a big grey thing was coming down the hillside heading straight for the sheep. The boy rang his bell and he shouted, 'Wolf! Wolf! Come quickly! There's a wolf!' Down in the village, the men heard the bell ring and just carried on working. 'Little fool,' said the shepherd. 'Does he really think we'll fall for that again?' The boy kept ringing his bell. There were tears in his eyes as he watched the wolf make a meal of one of the shepherd's fattest sheep. 'I rang my bell but nobody came,' the boy told the shepherd that evening. The shepherd nodded. 'Nobody believes a liar... even when he's speaking the truth.'

If you are reading this book, or if someone is reading it to you, you will know we are living in strange times. A shadow has passed over the land of Krasnia. And people are afraid. The shadow has a name. It is President Charles Molstein. He came from nowhere and now he is in control of everything. You cannot fight him. Not if you value your life. You cannot persuade him. Not if you value your tongue. You can only stay and suffer - or flee. Look up!

Reading lesson texts

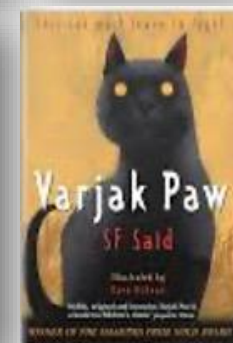
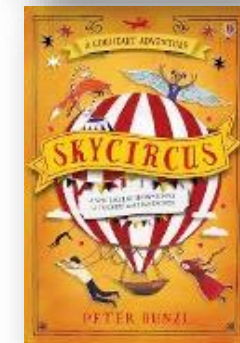
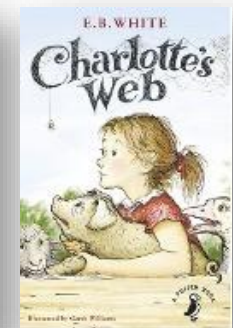
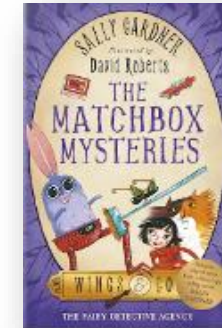
Each term, we choose different texts to base our reading lessons on. These texts come from various Y4 appropriate books, many of which are shown here...

Autumn



Spring

Summer



Reading Lesson 2

The second reading lesson is an opportunity for children to answer questions from a different (often Non-Fiction) text that requires multiple reading skills (see 'Reading Skills'). This text/book explored in this second lesson will relate to another area of learning within the current curriculum including History, Geography, Science and RE

Below is an example of Y4 outcomes from Reading lesson 2.

1. What is electricity? Tick one.

☒ the movement of charged particles

☐ when charged particles stop

☐ when particles vibrate

☐ when particles change state

2. Find and copy two materials that allow an electrical current to pass through easily.

3. Draw four lines and to match each energy source to its type.

coal	renewable energy
uranium	nuclear
wind	fossil fuels
biomass	

4. Fill in the missing words.

Electrical charge flows through a complicated grid of wires called the National grid to get to where it needs to be used, like in homes, hospitals and factories.

5. Number the facts from 1-5 to show the order in which they appear in the text. The first one has been done for you.

4	8	Electricity can be generated in power stations, through wind turbines and solar panels.
3	4	The energy from these sources is harvested through different technologies, for example, wind turbines.
	1	Many things are powered by electricity.
5	2	Electricity can be very dangerous as you can get an electric shock from it.
2	3	Most power stations burn the fossil fuel natural gas, but some also use coal.

6. What is electrical current measured in?

7. Which material do you think is used most regularly for electrical purposes? Explain your answer using clues and evidence from the text.

Thursday 14th December 2023

The Story of Arachne

1. What type of animal does Arachne get turned into? Tick one.

☐ sheep

☒ spider

☐ scorpion

☐ silkworm

2. Number the events from 1-4 to show the order that they happened. The first one has been done for you.

2	Athena disguises herself as an old woman.
4	Athena sprinkles herbs over Arachne.
3	Arachne wins the competition.
1	Crowds of people told Arachne how talented she was.

3. When Athena accepted the challenge, what was the first thing Arachne did? Tick one.

☐ She gathered wool.

☐ She told the crowds that she was going to win.

☒ She gathered the finest threads she had.

☐ She begged Athena to reconsider.

4. Match Arachne's actions to Athena's response. One has been done for you.

Arachne believes she is the best.	Athena accepts the challenge.
Arachne says Athena should challenge her.	Athena begins weaving.
Arachne starts weaving a masterpiece.	Athena gets angry and hatches a plan.
Arachne wins the competition.	Athena tears Arachne's work into pieces.

5. What does Athena disguise herself as when she meets Arachne for the first time?

6. Look at the last paragraph. Find and copy one word that tells you Arachne looks disgusting.

7. Opinion: Do you think Arachne's punishment was fair? Explain your answer.

6. An old woman. ✓

6. Hideous. ✓

7. No because ~~it's~~ a bit harsh. ✓

Fair Trade

1. When was the Fairtrade Foundation established in the United Kingdom?

2. What is an 'income'?

3. Why is having regular income important?

4. Which is the closest definition for Fairtrade Premium?

Fairtrade Premium is money given to protect the environment farmers live and work in. ✓

Fairtrade Premium is money given to farmers to buy food. ☐

Fairtrade Premium is money given to pay for transporting food. ☐

5. How many farmers does the Fairtrade system support?

6. How do you know if an item is Fairtrade?

7. Give examples of three Fairtrade products.

8. There are fact files for three Fairtrade countries. Which country has the highest number of farmers involved in Fairtrade?

9. Why is it important to support these farmers through Fairtrade?

10. Opinion: Do you think Fairtrade is a good idea? Why/why not?

1. 1992. ✓

2. Money. ✓

3. You have a plan for the future. ✓

5. 1.65 million. ✓

6. By looking for a fairtrade logo. ✓

Reading Skills

Vocabulary:

- *applies word reading knowledge to infer meaning of unfamiliar words*
- notes examples of descriptive language and explains the mood or atmosphere they create
- identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed
- notices key words and phrases used to convey passing of time to introduce paragraphs or chapters
- identifies how specific words and phrases link sections, paragraphs and chapters

Retrieving:

- retrieves information from text where there is competing (distracting) information
- identifies key words and phrases as evidence when making a point
- identifies the way descriptive language and small details are used to build an impression of an unfamiliar place
- identifies figurative and expressive language that builds a fuller picture of a character
- **identifies events that are presented in more detail and those that are skimmed over**
- **identifies underlying themes in a range of narrative texts**

Summarising:

- explains and justifies an opinion on the resolution of an issue/whole narrative
- summarises the main ideas of texts, including non-fiction
- summarises the way that the setting affects characters' appearance, actions and relationships

Inferring:

- identifies techniques used by the author to persuade the reader to feel sympathy or dislike
- justifies opinions of particular characters and/or settings
- distinguishes between fact and opinion
- makes deductions about the motives and feelings that might lay behind characters' words
- evaluates texts for their appeal for the intended audience
- **makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected**
- **explores alternative outcomes to an issue**
- **analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives**
- comments on the way key characters respond to a problem

Predicting:

- predicts on the basis of mood or atmosphere how a character will behave in a particular setting

Authorial Intent:

- understands how authors use a variety of sentence constructions
- **explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them**

Comparing:

- **comments on differences between what characters say and what they do**

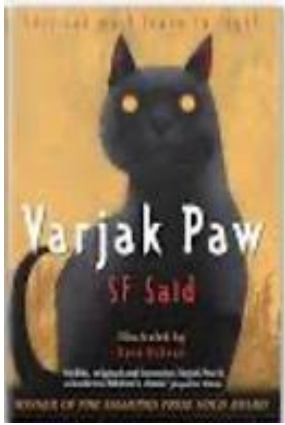
Analysing:

- analysing how the structure of non-fiction relates to its purpose
- analyses how poetry is structured and its effect on the reader
- exemplifies the move between generalisations and specific information

Children at Almond Hill know that reading is not just about saying the words on the page. Many different skills are involved in the process of becoming a fluent reader. Here you can see all of the Y4 skills required to become an age-related reader. The bold statements show skills that children working at greater depth require.

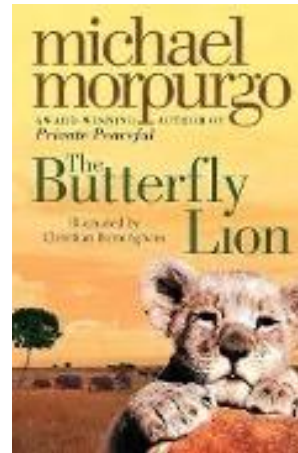
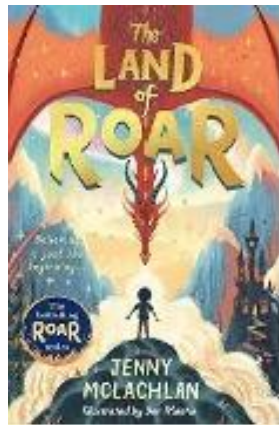
Class Readers

Each class reads books together for pleasure across the year. This is called the 'Class Reader'. Class reader's will be selected by the teacher and children from the following age-appropriate choices.



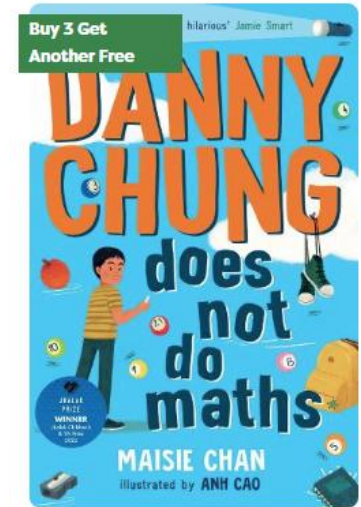
Varjak Paw
by **SF Said**

The Land of Roar
by **Jenny McLachlan**

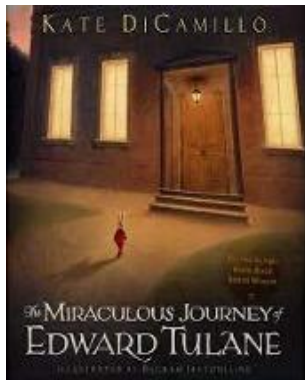


The Butterfly Lion
by **Michael Morpurgo**

The Girl Who Speaks Bear
by **Sophie Anderson**

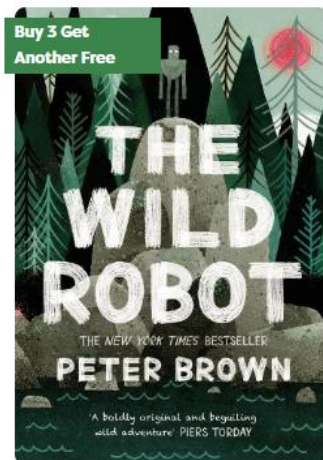


Danny Chung Does Not Do Maths
by **Maisie Chan**



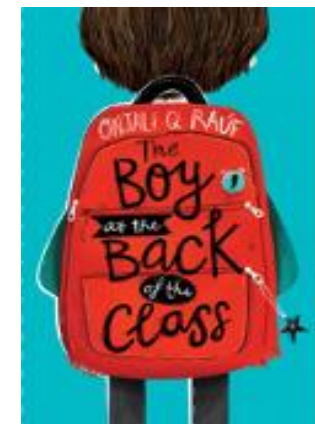
The Miraculous Journey of Edward Tulane
by **Bagram Ibatoulline**

The Wild Robot
by **Peter Brown**



Noah Barleywater Runs Away
by **John Boyne**

The Boy at the Back of the Class
by **Onjali Q. Rauf**



Reading fluency

Fluency in reading is the ability to read with accuracy, speed and suitable expression which ultimately help children strengthen their comprehension skills.

Children develop their ability to read and become fluent readers through weekly lessons offering a range of reading activities.

Some children may be offered our 'Reading Fluency Programme' which is held in small groups weekly as an intervention to further support those identified as having gaps in their reading fluency.



Class library areas

Although varied in size and layout, all class libraries at Almond Hill meet the environment standards as stated in our Teaching, marking and feedback policy.

In all class libraries you will find...

- A wide range of books from various genres to suit all readers
- A welcoming space
- Teacher recommendations
- A reading river to support children in recall of previously explored texts



Differentiation

To ensure that all children, regardless of reading and comprehension ability, access and learn from quality texts, we implement a range of adaptations in our reading lessons.

These include but are not limited to...

- Use of technology (OneNote)
- Immersive reader - Where pc reads text to children
- More/less and differentiated texts
- Recording answers in different ways

