

Reading at Beechwood



At Beechwood, we understand the importance of reading. We know that, in order to be successful, a skilled reader needs to develop their word reading skills as well as their comprehension skills. Our timetable ensures that children have a chance to practise reading in different ways so that they can become skilled readers who can access any text.

Example weekly timetable:

Monday	Tuesday	Wednesday	Thursday	Friday
Fluency practice	Extended Reading	Close Reading	Application	Vocabulary instruction
In this lesson, children will work on fluent reading of a text. They aim to read accurately, quickly and with great expression.	In this lesson, children will read their allocated text for the term as a class. With lots of reading practice, your child will increase the amount of words that they know and are able to understand.	In this lesson, children will read their allocated text together but this time they will do lots of talking about what they are reading. Through discussion, they will learn how to think about text as they read and explore what they read by talking about it.	In this lesson, children will explore text by completing tasks which help them to develop, recall and retain their sticky knowledge.	In this lesson, children will learn at least one root word and its meaning such as 'photo' meaning light. They will also learn the meaning of words outside of their spoken vocabulary which will help to broaden the range of words they have to hand.

Year 4 Reading Sticky Knowledge and Skills

Fluency

I can reread text to develop my accuracy, automaticity and prosody.

I can read accurately and effortlessly at a speed sufficient for me to make meaning.

I can read independently, fluently and enthusiastically.

I can retell stories orally by summarising and present a familiar story in my own words.

Retrieval

I can locate given words or phrases efficiently.

I understand the difference between skimming and scanning

I can use skimming skills to extract the key events from a text having read it.

I can use sub headings and other nonfiction features to efficiently locate information.

I can locate answers in which they are matching the question to the answer in longer texts (approximately 3-5) paragraphs

Inference

I can discuss characters feelings based on their actions, etc and compare these to my own experiences.

I can draw inferences based on what is said, done and implied.

I can begin to justify inferences with evidence from the text.

Language

I can discuss words and phrases that engage the reader and explain why in written response and through discussion.

I understand the difference between literal and figurative language and the purpose of each.

Structure & Themes

I can identify main ideas drawn from more than one paragraph and put these into my own words.

I can order key events from a text of at least 3 paragraphs.

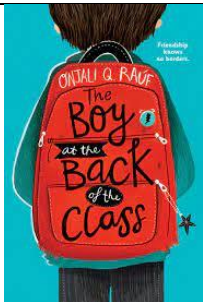
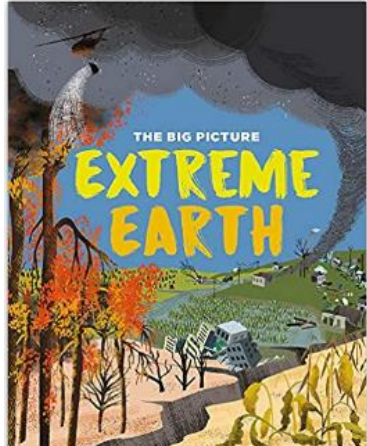
I can make connections between texts.

I can identify themes within texts/books studied.

I can identify common conventions in books and texts.

I can identify the purpose of texts/books.

In Spring the focus books for Year 4 are:

	<p>There used to be an empty chair at the back of my class, but now a new boy called Ahmet is sitting in it.</p> <p>He's nine years old (just like me), but he's very strange. He never talks and never smiles and doesn't like sweets - not even lemon sherbets, which are my favourite!</p> <p>But then I learned the truth: Ahmet really isn't very strange at all. He's a refugee who's run away from a War. A real one. With bombs and fires and bullies that hurt people. And the more I find out about him, the more I want to help.</p> <p>That's where my best friends Josie, Michael and Tom come in. Because you see, together we've come up with a plan. . .</p>	<p>If you would like to help your child further with some wider reading linked to this, you could try:</p> <ul style="list-style-type: none">- Saving the butterfly (Helen Cooper)- Windrush Child (Benjamin Zephaniah)- Lubna and Pebble (Wendy Meddour)- The Night Bus Hero (Onjali Rauf)
	<p>This non-fiction book highlights the stories behind some of Earth's greatest features and journeys and links with the geography and science curriculum for this term</p>	<p>If you would like to help your child further with some wider reading linked to this you could try:</p> <ul style="list-style-type: none">- Swimming against the storm (Jess Butterworth)- Bear Grylls Adventures (Bear Grylls)- The Somerset Tsunami (Emma Carroll)- Earth-Shattering Events: The science behind natural disasters (Robin Jacobs)