Curriculum Information

Year Four - Reading

WESTFIELD PRIMARY

Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that provides them with the confidence and skills to flourish in today's society and the future.

At Westfield Primary the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, develop independence and creativity and build resilience and a love for learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge-based curriculum, concepts and values. We provide many enhancement opportunities to engage learning and we actively encourage involvement and participation in sport, the arts and computing. Learning at Westfield is underpinned by the belief that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum afternoons, sporting activities and performances.

Children leave Westfield with a sense of belonging to a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

A pupil following Westfield's Y4 reading curriculum…

Read
Can 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
Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Can read books that are structured in different ways and read for a range of purposes
Can read a range of standard appropriate texts fluently and accurately.
Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.
Retrieve
Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Increases their familiarity with a wide range of books, including fairy stories, myths and legends, and can retell some of these orally
Can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Can check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
Can identify main ideas drawn from more than one paragraph and summarising these
Can retrieve and record information from non-fiction
Can 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.
Can skim and scan to identify key ideas in text.
Can use knowledge of text structure to locate information (e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph / chapter in fiction).
Can quote directly from the text to answer questions.
Can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes.
Explore – author- language and viewpoint
Can identify themes and conventions in a wide range of books
Can discuss words and phrases that capture the reader's interest and imagination
Can ask questions to improve their understanding of a text
Can identify and explain the difference between fact and opinion.
Can talk about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs).
Can talk about the author's choice of language and its effect on the reader in nonfiction texts (e.g. 'foul felon' in a newspaper report about a burglary).
Can identify the point of view from which a story is told and how this affects the reader's response (e.g. author's bias).
Can identify relationships between characters, explaining the effects this has on the reader (e.g. how characters behave in different ways as they interact with different people and/or different settings).
Can talk with friends about books and listen to the opinions of others, in order to share book recommendations and widen understanding of the world.

In most standard-appropriate texts, can discuss how and why the text affects the reader and refer back to the text to back up a point of view.
Can understand that figurative language creates images.
Can discuss the work of some established authors and knows what is special about their work.
Can justify preferences in terms of authors' styles and themes.
Analyse – structure and organisation
Can recognise some different forms of poetry [for example, free verse, narrative poetry]
Can identify how language, structure, and presentation contribute to meaning
Can use dictionaries to check the meaning of words that they have read
Can recognise the different text features within a variety of mixed-genre texts.
Can identify and discuss the various features of fiction genres (e.g. science fiction, adventure, mystery etc.).
Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.
Can compare and talk about the structures and features of a range of non-fiction texts.
Can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity).
Deduce – deduce and infer
Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
Can predict what might happen from details stated and implied
Can clarify the meanings of ambitious words and / or phrases in context (appropriate level / standard text).
Can read between the lines, using clues from action, dialogue and description to interpret meaning and / or explain what characters are thinking / feeling and the way they act.
Can explore alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.
Can understand and explain different characters' points of view.
Can infer meaning, using evidence from the text and wider experiences.
Can refer to the text to support opinions and predictions. (Sum up what you have to find / discuss / think about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views.)
Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.
Can discuss how an author builds a character through dialogue, action and description.
Can infer and deduce meaning based on evidence drawn from different points in the text.
Can talk about how a character could be seen in different ways, depending on how the author chooses to portray them.
Can refer to the text to support opinions and elaborate. (Sum up what you have to find / discuss / think about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)