



# **READING AND WRITING IN YEAR 4**

**Parents Meeting  
October 2015  
Miss Swithenbank**

# GUIDED/RECIPROCAL READING

- During guided reading sessions children are placed into a group based on their level. Children read within a group between 2 and 6 children.
- Guided reading sessions take place once a week



# GUIDED READING

- Within guided reading sessions the children are actively taught reading skills to move them onto the next level.
- They are questioned about the text in a variety of ways; Deductive, Inference, Authorial and Literal.



# GUIDED READING - LITERAL QUESTIONS

- To boost performance in AF2:
- Understand, describe, select or retrieve info, events or ideas from texts and use quotation and reference to the text.
- Encourage children to describe, retell and locate.
- Model the above, making references to, and quoting from the text.
- Ask recall and simple comprehension questions during Shared and Guided Reading.



# EXAMPLES OF LITERAL QUESTIONS

- What does..... mean?

*What does 'smartly' mean?*

- Can.... have more than one meaning?

*Can 'light' have more than one meaning?*

- **What happened at ..... ?**

*What happened at the beginning?*

- **What did the .... do?**

*What did the bear do?*

- **Which word told you that .....?**

*Which word told you that this is not the first comic strip about Souperkid?*



# DEDUCTION AND INFERENCE

- To boost performance in AF3:
- Deduce, infer or interpret info, events or ideas from texts.
- Encourage children to compare, contrast and infer.
- Model the above by making reference to, and quoting from the text.
- Ask analytical and synthesis questions
- Plan activities to develop children's cognitive and interpretative strategies



# EXAMPLES OF DEDUCTIONS AND INFERENCE TYPE QUESTIONS

- How did ..... ?

*How did Lyddie know the others had reached safety?*

- What words tell us.....?

*What words tell us the writer of this letter is a child?*

- Why did .....?

*Why did Lyddie have her back to the family?*

- What does the word..... imply about.....?

*What does the word 'plush' imply about the owner of the house?*



- **What ideas are we given about...?**

*What ideas are we given about fox hunting in this article?*

- **What does ..... think?**

*What does the author think about the Roman army?*

- **How did ..... react?**

*How did Charles react to the danger?*

- **How was ..... different after.....?**

*How was the atmosphere in the home different before and after this moment?*

- **Why is ..... important?**

*Why is the ladder important in the story?*



# AUTHORIAL STYLE QUESTIONING

- To boost performance in AF5:
- Explain and comment on writer's use of language, including grammatical and presentational features at text level.
- Model and encourage the use of author intent prompts, e.g. *'it makes me imagine . . .'*
- Ask analytical questions.
- Plan activities to encourage children's semantic strategies.
- Use reading journals to collect and comment upon imagery.



# EXAMPLES OF AUTHORIAL QUESTIONS

- Explain why ..... is used.

*Explain why two different spellings of Superkid are used?*

- Why does the writer compare .. to ..?

*Why does the writer compare Hadrian's Wall to a molehill?*

- What does ..... tell you about .....?

*What does "a great armour-plated centipede" tell you about the wall?*

- Why did the author use .....?

*Why did the author use this simile?*



- How does ... help you to understand?

*How does the comparison help you to understand the behaviour of the character?*

- Why are .... used?

*Why are mis-spellings used in this advertisement?*

- How has the choice of words created a feeling of .....?

*How has the choice of words created a feeling of panic?*

- What do phrases such as ... tell you?

*What do phrases such as "It is probably true to say..." tell you?*

- Why did the author choose the verbs ... and ...?

*Why did the author choose the verbs "creeping" and "tickling"?*



## AUTHORIAL QUESTIONS ALSO -

- To boost performance in AF6:

Identify and comment on writers' purpose and viewpoints and the overall effect of the text on the reader.

- Include **Purpose** of text type on genre checklist.
- Ask application, analytical, synthesis and evaluation questions, encourage children to elaborate on their responses, following the teacher's example.
- Model and encourage the use of author intent prompts.



# EXAMPLES OF QUESTIONS

- Was this text trying to ...?

*Was this text trying to persuade you to watch the film?*

- Does the author like ....? How do you know?

*Does the author like spiders? How do you know?*

- How were the purposes of the texts different?

*Look at page 10. Why do people like superhero adventures?*

- What can you tell about the viewpoint of the author?

*Look at page 11. How do you know the author likes comics?*

- Look at the descriptions of 3 people. Who is most likely to buy this book?

- In what kind of magazine would you expect to find an article like this?

- Why were ... included?

*Why were quotations from Joe Millar and Carole Parker included in this article?*

- Which text do you think is more/most effective?

*Both of these texts try to make you care about whales. Which is more effective?*

# CHILDREN WILL ALSO BE QUESTIONED ON:

- To boost performance in AF4:
- Identify and comment on structure and organisation of texts.
- Make very explicit links between reading and writing - especially the ways in which texts are organised.
- Model the language needed to comment upon authors' use of structure, organisation, grammar and presentation.
- Use genre checklists to highlight the layout features and language features of different texts.
- Ask analytical questions and questions requiring synthesis. During shared and guided reading sessions focus on aspects of structure and organisation, e.g. paragraphs labels, navigational features such as sub-headings, titles, etc.
- Use structural organisers, e.g. story maps, charts, etc.



## AND...

- To boost performance in AF7:
- Relate texts to their social, cultural and historical contexts and literary traditions.
- Ask questions that require children to call upon their knowledge of traditional stories to link ideas between texts.
- Encourage children to link popular culture and stereotypes to characters and themes in their reading.
- Use knowledge of history and outdated beliefs and attitudes to comment upon texts.
- Ask questions to encourage children to apply their knowledge and understanding of social dynamics to situations in their texts.



## WHAT YOU CAN DO TO HELP...

- Please read with your child as often as possible
- Please comment and sign their reading record and return these to school daily-We have a weekly raffle in class for those who are reading at home
- Please use the questions as examples of the things you could be asking your child after they have read
- Try to make the reading as enjoyable as possible - don't just use the school reading book - read from every where; comics, magazines, newspaper, the internet, children's own choice (they are now independent readers!)



# GUIDED READING STRUCTURE

- Over three sessions
- Session one independent reading - to familiarise themselves with the text - they are directed to which sections of the book they are to read.
- Session two - guided read with adult - work through the text from session one - asking questions based on those shown. Listening to children read sections. Reading skills - skim reading, scanning, phonics, letter blends and sounds, picture clues, word shape, speed...
- Session three - follow up, children have reading journal where they will record book related tasks.



# READING COMPREHENSIONS

- Children will be given a variety of reading comprehensions over the year.
- They will be tested at the end of each term in the style of the Year 6 SATs test - fifteen minute reading paper with a couple of text genres and forty five minutes question time.
- These are used to help assess children and to prepare the children for their SATs reading paper when they are in Year 6.



## **Boy: Tales of Childhood**

*by Roald Dahl*

**I have already told you that all headmasters are giants, and this one was no exception. He advanced upon my mother and shook her by the hand, then he shook me by the hand and as he did so he gave me the kind of flashing grin a shark might give to a small fish just before he gobbles it up. One of his front teeth, I noticed, was edged all the way round with gold, and his hair was slicked down with so much hair-cream that it glistened like butter.**

- **Deduce:           Where are the mother and boy?**
- **Infer:             How does the boy feel about the headmaster?**
- **Authorial:        What adjectives and adverbs has the author used to describe his characters?**
- **Literal:            What does the headmaster have on his hair and around his tooth?**



## READING AT OTHER TIMES

- We try to instil an enjoyment and pleasure for reading
- Also that it is the key to independent learning - how else can they research the internet for a topic if they can't quickly independently read.
- We have a class library and a school library
- Topic books on display to read and use
- Encourage reading of any material type; comics, newspapers, magazines, Computing...
- We have a Literacy Spine throughout the school - Familiar authors



# WRITING

- Story Writing - longer stories, mystery and suspense stories
- Instructional Writing
- Explanations
- Report writing - Chronological and Non-Chronological
- Recounts
- Journalistic Writing and diaries
- Poems - personification and powerful imagery
- Letters - Formal and informal



# WRITING

- When we write we try to ensure that it has a purpose. That the writing has a context and that it has an audience.
- The writing process involves studying the text type (lots of examples) - building up a success criteria; what language the text uses, connectives, punctuation, nouns (pronouns and proper nouns), the tense, the structure and organisation
- The text type is then modelled for the children as a whole text or part
- Planning the text - what will it look like and what will I include
- This success criteria and modelling is then applied to the child's independent writing



# TWO EXAMPLES OF SUCCESS CRITERIA:

## ○ INSTRUCTIONS

I have used “How to...” in my title

List showing materials/ingredients/ equipment

Numbers/ letters or bullet points to show order

Imperative (“bossy”) verbs (eg *mix/stir*)

Short, clear sentences

Diagrams/illustrations

## ○ REPORT TEXTS

Title and opening sentences clearly explain what the report is about

Paragraph of information for each of my headings

Tables/pictures/diagrams to add information

Facts are linked within each paragraph

Conclusion- summary of key points

Factual language

Appropriate tense

An interesting sentence to end the report



# GRAMMAR

In year 4 the children work on grammar aspects in a whole session of English or as a starter activity.

Again this prepares them for the grammar test in year 6.



## WHAT YOU CAN DO TO HELP...

- Help your child to learn their spellings -  
Concentrating on the spelling patterns
- Help your child with their English Homework -  
lots of Grammar and punctuation type work
- Point out use of punctuation and grammar during  
their reading time

