Year 4 Reading		
Reading Domains	Key Reading Skills	Suggested question stems for whole class reading
2a - give / explain the meaning of words in context *2g - identify / explain how meaning is enhanced through choice of words and phrases*	*Vocabulary* • using vocabulary skills to check the meaning of words that they have read and to find synonyms • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence. *Choice* • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader	• What does this word/phrase/sentence tell you about the character/setting/mood? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here (e.g. the main character)? • Which word tells you that…? • Find and highlight the word that is closest in meaning to…? • Find two words which describe the setting? • How has the author's choice of words made you feel about a character?
2e - predict what might happen from details stated and implied	*Prediction* justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on	• Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think … will happen? Explain your answers with evidence from the text.
2b - retrieve and record information / identify key details from fiction and non-fiction	*Retrieval* • confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text	• Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?
2d - make inferences from the text / explain and justify inferences with evidence from the text	*Inference* • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions.	• What do you think.... means? • Why do you think that? Could it be anything else? • I think….; do you agree? Why / why not? • How do you think….? • Can you explain why….? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them?

(continued) **2d - make inferences from the text / explain and justify inferences with evidence from the text**	• consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer	• Find and copy a group of words which show that… • What impression of …do you get from this paragraph?
2f - identify / explain how information / narrative content is related and contributes to meaning. **2h - make comparisons within the text**	**Explaining** • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these **Making Comparisons** • identify similarities/different within texts • begin to use the language of comparing-similar to "the same as," "likewise," "too," and contrasting language using words like "although," "differ," and "however."	• What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? •Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most …? Why?
2c - summarise main ideas from more than one paragraph	**Summarise** • use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc	• What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?