

Reading Booklet: Year 4

Bocking Primary School



A booklet containing information about reading in Year 4 and advice on how you can help your child with reading at home.

How often should I read with my child?

Daily! The more you share books at home, the better a reader your child will become. However, we appreciate that time at home is precious and children may be busy with other activities too.

For your child to make good progress, we would expect 5 or more quality reading sessions together each week. These should be 15 minutes, focused reading, and include time for discussion about the book. By reading with your child regularly, you will have a huge impact on their education.

In addition to this, please try to read a story to your child *every* night. This will play a huge role in developing their love of reading, expanding their vocabulary, and opening their eyes to the world of books around them.

Is my child on track with their reading level?

Children do not learn in a straight line and may make more progress at some times, and less progress at others. However, if your child is on track with their reading they will likely be reading one of the bands indicated below. If you find your child is struggling with their reading, please speak to your child's teacher about additional strategies to help them to keep up.

Autumn	Spring	Summer
Accelerated Reader	Accelerated Reader	Accelerated Reader

Phonics

If your child is struggling to read accurately, it may be due to difficulties with their phonics understanding. You should know if your child passed the Phonics Screen Check in Year 1. If they did not, they will have additional provision in school to help them catch up. Please speak to your child's class teacher to find out more ways that they can be supported at home with their phonics.

How can I help my child's understanding when reading?

When reading with your child, discuss the book with them. This should not feel like you are quizzing them, but try to show an interest in the text and through guiding their thinking, you can help to improve their understanding!

What does this word mean? Do you know any other words that mean the same?

Which of the words best describes the character / setting?

What other words could have been used to describe this?

Why did feel sad/happy here?

Why did ... say ?

Look at the cover of the book. What do you think it will be about?

What do you think will happen next? Why?

Who is your favourite character? Why?

Would you want to live in this setting? Why/Why not?

Did you like this story / text? What made it enjoyable?

Who did... ? When did... ? Why did ... ? How many... ? What happened to ...?

Websites you can use to support your child with their reading

1. <https://www.booktrust.org.uk/books-and-reading/>
2. <https://www.lovereadings4kids.co.uk>
3. <https://home.oxfordowl.co.uk>
4. <https://www.phonicsplay.co.uk> (if your child is struggling with **phonics**)
5. <https://www.bbc.co.uk/bitesize/subjects/zgkw2hv/year/zjpqqp3>
6. <https://fft.org.uk/phonics/>
7. <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>



Key objectives to focus on at home.

Please familiarise yourselves with these key objectives for Year 4 and consider how you can help your child to achieve them with discussions at home. By doing this, you can play a big role in helping your child to flourish in school.

Becoming a Reader

Value and enjoy reading in their spare time.
Independently read for a range of purposes.

Asking Questions about the book.

Ask questions about character, motivation and vocabulary

Comprehension

Emphasise with character and their situations.
Predict what might happen and explain using information from the text.
Make inferences from evidence found throughout a paragraph.

Vocabulary knowledge.

Understand that words can have varied meanings, depending on the context.

Summarising the story.

Summarise a text using the key points.

If you have anymore questions about how to further support your child with their reading please see their class teacher.