Year Four English – Reading	Intent	Implementation	Impact
	At St. John Vianney Primary, we want to foster a lifelong love of reading by exposing our children to various literature across all curriculum areas. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places , meet new characters and develop a better understanding of other cultures. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do. Providing opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading and quality literature is implicitly interwoven into our curriculum through the use of key texts to expose our children to various genres and famous authors and to enhance the variety of exciting topics that we teach.	At St. John Vianney Primary, within our English curriculum, we have incorporated key age-appropriate class reader texts to celebrate and promote the value of literature and language to our children. These books are used to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills, as well as develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum. We implement various strategies to ensure children are exposed to a wide range of vocabulary ensuring opportunities to verbalise and apply higher-level language in all areas of learning. A love of reading is encouraged by an ever increasing range of provision such as: ● Regular library visits for all classes and all children able to take a library book home ● author visits ● whole school events and celebrations ● competitions and class based rewards ● daily reading of a class story for pleasure ● book related parent workshops ● bedtime book box (KS1 & 2) story sack (Reception) sent home weekly	At St. John Vianney Primary, we strive to promote a positive reading culture where books and the love of literature is both celebrated and valued. We aim to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of formative and summative assessment procedures, whilst always considering the age-related expectations for each year group. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school.

Decoding/Fluency	Retrieval	Prediction	Inference	Questioning	Summarising	Clarifying
I can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary.	I can confidently skim and scan texts to record details, using relevant quotes to support my answers to questions.	I can use relevant prior knowledge as well as details from the text to form predictions and to justify them.	I can infer characters' feelings, thoughts and motives from their stated actions.	I can generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help me understand the text further.	I can use skills developed in year 3 and am able to write a brief summary of main points, identifying and using important information.	I can find the meaning of new words using the context of the sentence.
I can use expression confidently when reading aloud.		I can monitor these predictions and compare	I can consolidate the skill of justifying them using a specific	I will begin to develop the idea of story themes, courage,		I can link new words to other words they already know.

| | | them with the text as I read on. | reference point in the text. | overcoming obstacles etc. | | |
| | Year 4 Outcomes | | | | | |