



Reading in Year 4

By the time children reach Year 4, they are starting to take ownership of their own reading journey. They have ideas around the kinds of books they like to read and can hopefully read fluently but still need parental support to help them read aloud with expression. Whilst encouraging every child to find a love of reading, comprehension and understanding are key to their reading progress. We encourage children in Year 4 to try new authors and genres wherever possible.

Free Readers

When children reach Year 4 and are confident and fluent readers, they are a free reader, which means they are able to decode with sufficient fluency and comprehend what they have read to be working at the expected level for their year group.

Becoming a free reader puts more emphasis on children themselves. Children are asked to choose their own reading books from the school library, classroom shelf or home, with the support of an adult in school should they need it, particularly at the start.

At this point, children should be writing in their reading record themselves. It becomes something they write in all the time and goes between home and school. It may be as simple as writing how many pages were read that day.

Reading out loud is a different skill to reading in your head for pleasure and we still encourage children to read aloud several times a week to parents or older siblings. Parents are still welcome to write in the reading record.

Reading aloud at school happens less once a child becomes a free reader and the focus moves onto reading quietly; however, whenever possible, some children will have the opportunity to read aloud to an adult whether that is 1:1 or within a whole class reading lesson.

Additional support

If children come into Year 4 and are not working at the expected standard, they will be offered additional support and intervention in the form of Rapid Reading. They may also like to look at the wide selection of Barrington Stoke books in the library which are printed on a yellow background which can help some readers.



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FAQ's

How often should my child read at home?

We recommend encouraging your child to read to themselves every night and listening to them read to you at least once a week.

What if my child isn't engaging with the book they have?

Try some shared reading together. If they really aren't a fan, encourage them to brainstorm ideas for books they would like to read and challenge them to find one in the library. Our reading challenge book list might inspire them and we have other links on our website that could help.

Can my child read more than one book at once?

Yes! Your child should have a book they read at school and home. This might be the same book if they are able to take it to and from school everyday. Or they may choose to have one at school and another at home. How this works is up to them- as long as they are consistently reading the same books.

My child is finding reading really tricky. Do you offer any interventions to help them?

Yes! If a child is struggling on the book bands and we feel they could benefit from a more intensive reading approach, they may do one of three things.

- Follow our Little Wandle catch up sessions. This is for children who are finding decoding and blending a challenge and may benefit from revisiting some phonics teaching from KS1
- Enrol in Rapid Reading. This is a tailored 6 week intervention that levels children, offers them reading books that they can access online at home and ensures they read with adults in school at least 3x a week.
- Increase their adult reading sessions in school whilst keeping them on the book banded system. This is for children who just need more rehearsal at reading aloud to gain confidence.