

Year 4
Guided Reading

Vocabulary

<p>V1. Root Words Find and list words which contain a root word: <i>E.g. playful → play</i> <i>disappear → appear</i></p> <p>Now find the meaning of the words in a dictionary and write down the definition.</p>	<p>V2. Root Words Find and list words which contain a root word: <i>E.g. playful → play</i> <i>disappear → appear</i></p> <p>Now use the words in your own sentences</p>	<p>V3. Prefixes List all of the words you can find which begin with these prefixes: un- e.g. undo dis- e.g. disappoint mis- e.g. misbehave in- e.g. incorrect il- e.g. illegal im- e.g. impossible ir- e.g. irregular sub- e.g. subheading inter- e.g. international re- e.g. refresh auto- e.g. autobiography anti- e.g. anticlockwise super- e.g. supermarket</p> <p>Now find the meaning of the words in a dictionary and write down the definition.</p>	<p>V4. Prefixes List all of the words you can find which begin with these prefixes: un- e.g. undo dis- e.g. disappoint mis- e.g. misbehave in- e.g. incorrect il- e.g. illegal im- e.g. impossible ir- e.g. irregular sub- e.g. subheading inter- e.g. international re- e.g. refresh auto- e.g. autobiography anti- anticlockwise super- supermarket</p> <p>Now use the words in your own sentences.</p>	<p>V5. Suffixes List all of the words you can find which begin with these suffixes: -ous e.g. dangerous -ation e.g. information -ly e.g. completely -sure e.g. measure -ture e.g. creature -sion e.g. division -tion e.g. invention -ssion e.g. possession -cian e.g. musician</p> <p>Now find the meaning of the words in a dictionary and write down the definition.</p>	<p>V6. Suffixes List all of the words you can find which begin with these suffixes: -ous e.g. dangerous -ation e.g. information -ly e.g. completely -sure e.g. measure -ture e.g. creature -sion e.g. division -tion e.g. invention -ssion e.g. possession -cian e.g. musician</p> <p>Now use the words in your own sentences.</p>
<p>V7. Conjunctions Can you find any examples of sentences which contain these words: if, while since, after, before, so, although, until, in case? Write your own sentences using these words in your exercise book. Remember correct punctuation!</p>	<p>V8. Prepositions Can you find any examples of sentences which contain these words: above, below, beneath, within, outside, beyond? Write your own sentences using these words in your exercise book. Remember correct punctuation!</p>	<p>V9. Spelling Look at the Y3/4 word list. Can you find any of these words in your reading book? List them onto your white board and then copy the sentence they are in into your exercise book. Remember correct punctuation!</p>	<p>V10. Spelling Look at the Y3/4 word list. Can you find any of these words in your reading book? List them onto your white board and then use a dictionary to find their meaning. Record their definitions in your exercise book.</p>	<p>V11. Pronouns Can you find any examples of sentences which contain a pronoun? E.g. I, you, she, it, us. Copy the sentences into your exercise book. Remember correct punctuation!</p>	<p>V12. Pronouns Can you find any examples of sentences which contain a pronoun? E.g. I, you, she, it, us. Write your own sentences using these words in your exercise book. Remember correct punctuation!</p>
<p>V13. Homophones Can you find any</p>	<p>V14. Homophones Can you find any</p>	<p>V15. New Words Make a list of any new</p>	<p>V16. New Words Make a list of any new</p>	<p>V17. New Words Make a list of any</p>	<p>V18. Word Families Using only what you</p>

Year 4 Guided Reading

<p>examples of homophones (same sound, different meaning, e.g. groan/grown) List them in your exercise book along with their meanings (use a dictionary if you need to).</p>	<p>examples of homophones (same sound, different meaning, e.g. groan/grown). Write two sentences for each of the homophones in your exercise book. <i>E.g. Bill groaned when he was given his homework. I have grown some vegetables in the garden.</i></p>	<p>or unfamiliar words that you have found on your white board. Using a dictionary, find the meaning of these words and write the definition in your exercise book.</p>	<p>or unfamiliar words that you have found on your white board. Using a thesaurus, find 3 synonyms (other words which mean the same) and write them in your exercise book. <i>E.g. miserable → downcast, sad, unhappy</i></p>	<p>words with tricky spellings in your exercise book. Using the <i>Look, Say, Cover, Write, Check</i> method for learning spellings, practice spelling them. Then put them into your own sentences.</p>	<p>have read so far, find as many examples of words from the same word family as you can and list them in your exercise book. <i>E.g. medical, medicine, medically, medic E.g. happy, unhappy, happiness, happily</i> Using a dictionary, find the meaning of any of the words in the family you do not know and write the definition in your exercise book.</p>
<p>V19. Adverb Starters Find and copy into your exercise book, any sentences which you can find which begin with an adverb. <i>E.g. <u>Silently</u> trudging through the snow, Sam made his way up the mountain.</i></p>	<p>V20. Adverb Starters On your white boards, make a list of 3 adverbs you can find in the chapter you have read. Then using each of those adverbs at the beginning, create 3 sentences in your exercise books.</p>	<p>V21. Fronted Adverbials Find and copy into your exercise book, any sentences which you can find which begin with a fronted adverbial. <i>E.g. <u>As the clock struck twelve</u>, the soldiers sprang into action.</i></p>	<p>V22. Noun Phrases Can you find any examples of sentences which contain a noun phrase? Copy the sentences into your exercise book. Remember correct punctuation!</p>	<p>V23. Noun Phrases Can you find any examples of sentences which contain a noun phrase? Write your own sentences using these phrases in your exercise book. Remember correct punctuation!</p>	<p>V24. Determiners Find 5 sentences which contain the determiners <i>a</i> or <i>an</i> and copy them neatly into your exercise book. What do you notice about <i>a</i> and <i>an</i>? When do we use <i>a</i> and when do we use <i>an</i>?</p>

Year 4
Guided Reading

Infer

<p>I1. Choose one of the characters from the story. Create a mind map in your exercise book about how they are feeling and why.</p>	<p>I2. Choose one of the characters from the story. Create a mind map in your exercise book about what they are thinking and why.</p>	<p>I3. Choose one of the characters from the story. Create a mind map in your exercise book about how they are acting and why.</p>	<p>I4. Choose one of the characters from the story. Find and copy 3 words or phrases from the story which tell you how they are feeling.</p>	<p>I5. Choose one of the characters from the story. Find and copy 3 words or phrases from the story which tell you what they are thinking.</p>	<p>I6. Choose one of the characters from the story. Find and copy 3 words or phrases from the story which tell you how they are acting.</p>
<p>I7. Who is telling the story and how do you know?</p>	<p>I8. How is the setting important to the story so far?</p>	<p>I9. What sort of voice do you think the characters in the story might have and why?</p>	<p>I10. Find an example of dialogue (speech) in the story. Copy the dialogue into your exercise book and explain what you think the characters were thinking and feeling when they said it and how you know it is speech.</p>	<p>I11. What impression do you have of the characters and why?</p>	<p>I12. Write a short diary entry for a character which explains how they feel. <i>E.g. Dear Diary, I feel happy because...</i></p>
<p>I13. What questions would you like to ask the characters in the story? Why would you ask those questions?</p>	<p>I14. Which of the characters in the story are you most like? Why?</p>	<p>I15. Has the author used any vocabulary to try and make you smile or laugh? Write in your exercise book why that word or phrase created humour.</p>	<p>I16. Has the author used any vocabulary to create uncertainty or suspense? Are there any words or phrases which make you want to read on and find out what happens next? Write in your exercise book why that word or phrase created suspense.</p>	<p>I17. Are any of the characters good or evil? How do you know?</p>	<p>I18. What sort of story is it that you are reading? How do you know? HINT: Fairy tale? Myth? Legend? Adventure story? Sci-Fi story? History story? Horror story?</p>
<p>I19. Is the book you are reading fiction or non-fiction? How do you know?</p>	<p>I20. What questions about the story or characters would you like to know the answer to?</p>	<p>I21. Write a list of questions that you would like to ask the author of the story.</p>	<p>I22. Which is the most important paragraph in the chapter you have just read? Why?</p>		

Year 4
Guided Reading

Predict

Predict					
P1. What is the title of the book? Do you think it tells you anything about what the story will be about?	P2. Describe the front cover of the book. What do you think the story will be about? What are the clues?	P3. Design your own front cover for the book, making sure you give the reader lots of clues about what is going to happen.	P4. Read the blurb at the back of the book. In your own words, what do you think the story will be about?	P5. Read the blurb at the back of the book. Write down 3 questions you would like to know the answer to.	P6. Do you think the story is going to have a hero? Who will it be and why?
P7. Do you think the setting gives you any clues about what is going to happen?	P8. Write down what you think will happen in the next chapter. What clues did you use to make your prediction? Prediction: The bank robber will get caught. Clue: The bank robber accidentally left his fingerprints on the safe.	P9. What challenges do you think the main character is going to face? What clues helped you to make this prediction? Prediction: Harry will be in trouble with his parents. Clue: He went out with his friends without asking.	P10. How do you think the story might end? Why do you think this? What clues helped you make this prediction?	P11. Have you made any predictions so far that have been correct?	P12. Have you made any predictions so far that have been incorrect? How was it different? What actually happened?
P13. If the author wrote a sequel to this story, what would it be about? What would happen?	P14. Skim or scan the next chapter and write down 5 words or phrases which give you clues about what it will be about.				

Year 4
Guided Reading

Explain

E1. Are there any words or phrases in the story which have helped you to imagine what is happening? Explain how they have helped.	E2. Explain the problem in the story. How was it solved?	E3. Choose two characters to compare. Explain what the similarities and differences are between them.	E4. Choose two settings to compare. Explain what the similarities and differences are between them.	E5. Explain how the author has helped you to imagine the setting.	E6. Explain how the author has helped you to imagine the characters.
E7. Explain what you like and dislike about the story.	E8. Explain how you know who the hero of the story is.	E9. Are any of the characters good or evil? Explain how you know.	E10. Explain how the author has tried to use humour (make you laugh) in the story?	E11. Explain how the author has tried to build suspense (make you want to read on and find out what happens next) in the story?	E12. Choose 5 words from the chapter. Explain why the author chose them.
E13. Explain the layout the author has chosen for the story. Why have they chosen that layout? E.g. Paragraphs/Subheadings	E14. Has the author used paragraphs? Explain how paragraphs make the story easier for you to follow and understand.	E15. Choose two paragraphs in the chapter you have read. How has the author linked them together? Is there a theme running in both paragraphs?	E16. Has the author used subheadings? Explain how subheadings make the book easier for you to follow and understand.	E17. Has the author used bullet points? Explain how bullet points make the book easier for you to follow and understand.	E18. What do you think the most important paragraph in the chapter you have just read is? Explain why it is so important.
E19. Explain how the author has made you want to read more of the story.	E20. Who do you think would really enjoy this story? Explain why you think they would like it.	E21. Explain the actions of the characters in the chapter you have just read.	E22. Read the blurb. Explain why authors write a blurb for you to read. Why are they useful?	E23. Explain how authors make sure children enjoy their books.	

Year 4
Guided Reading

Retrieve

R1. Skim and scan the pages of the chapter you have just read. List words 10 words which describe the characters.	R2. Skim and scan the pages of the chapter you have just read. List words 10 words which describe the settings.	R3. Find 10 words which are important in the story. Put them into a wordsearch.	R4. Scan the next chapter and use a dictionary to find the meanings of words you are unfamiliar with.	R5. Find any numbers which the author has used in the story and record them in your exercise book. What do they represent?	R6. Skim and scan the chapter you have just read and make a list of all of the punctuation you can find in your exercise book. What is the job of the punctuation you have found?
R7. Skim and scan the chapter you have just read and make a list of any similes or metaphors you can find in your exercise book.	R8. Skim and scan the chapter you have just read and make a list of any examples of personification or alliteration you can find in your exercise book.	R9. Skim and scan the chapter you have just read and make a list of all of the perfect form verbs you can find. HINT: look for have and had	R10. Skim and scan the chapter you have just read and make a list of all of the present tense verbs you can find.	R11. Skim and scan the chapter you have just read and make a list of all of the future tense verbs you can find.	R12. Skim and scan the chapter you have just read and make a list of all of the pronouns you can find in your exercise book. E.g. I, my, her, it
R13. Skim and scan the chapter you have just read and make a list of all of the abstract nouns you can find in your exercise book.	R14. Scan the next paragraph and write down the key idea in it.	R15. Find and copy 3 complex sentences from the chapter you have read.	R16. Use a thesaurus to change 3 adjectives you have found in the chapter. Copy the new sentence into your exercise book.	R17. Skim and scan the chapter you have just read and make a list of all of the noun phrases you can find.	R18. Skim and scan the chapter you have just read and make a list of all of the examples of non-standard English you can find in your exercise book.
R19. Are there any words or phrases that the author has repeated? Why has the author chosen to repeat them?	R20. Can you find any examples of sentences which contain inverted commas? Copy the sentences into your exercise book. Remember correct punctuation!	R21. Find and copy into your exercise books 3 facts you can find in the chapter you have read.	R22. Skim and scan the chapter you have just read and make a list of all of the words containing apostrophes you can find.	R23. Skim and scan the chapter you have just read and make a table of all of the words containing apostrophes you can find in your exercise book. One side should have all of the apostrophes for possession and the other apostrophes for omission.	R24. Find and copy 5 complex sentences into your exercise book which contain commas to mark clauses.

Year 4
Guided Reading

Summary

S1. Put the 5 main events in the story in chronological order.	S2. Write down the 3 most important things that happened in the chapter you have just read.	S3. Design a poster about the book giving as much information as you can about it.	S4. Write a short description of your favourite character.	S5. Did you like the book? Why or why not?	S6. Write your own blurb about the sequel to this book (the next book in the series).
S7. Summarise what the story was about.	S8. What was the first thing that happened in the story?	S9. Summarise the opening of the story?	S10. Summarise the middle of the story?	S11. Summarise the end of the story?	S12. Write a letter to a friend recommending the book to them. Tell them about the plot, the setting and the characters.
S13. Describe your favourite character and explain why you liked them.	S14. Write a letter to the author explaining what you thought about the book.	S15. What was your favourite part of the story? Why?	S16. Write a book review of the book you have read.	S17. Write down the 3 most important things that happened in the story.	S18. Imagine you are a character in the story. Write a diary entry from their point of view.
S19. Write 5 questions about the book for your partner to answer.	S20. Did any of the characters change how they acted during the story? Why?	S21. Did any of the characters surprise you? Why?	S22. Write down your 10 favourite words from the story on your white board. Put them into a wordsearch.	S23. Create an A to Z list of things related to the book. E.g. A- Amazon B- Birds C- Canopy	S24. Use the title to create an acrostic poem containing sentences about the book.
S25. Create a storyboard/cartoon strip for the story.	S26. Write the story in your own words in your exercise book.	S27. Retell the story in your own words verbally to your partner in a quiet voice.	S28. Give the book a star rating out of 5 and explain why you gave it that score.	S29. Draw a picture of your favourite part of the story and write a caption explaining what you have drawn.	S30. If you could be friends with anyone in the story, who would it be and why?
S31. Does the story have a message? What is it?					