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| **Year 4 - Reading Progression** |
| **Word Reading:*** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
* read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
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| **Fluency:*** to be able to read a wide range of age appropriate texts (fiction, poetry and plays, non-fiction, reference or text books)
	+ with expression
		- mostly uses expression by sometimes varying intonation, volume and tone to match meaning
		- reads with an increasing confidence
		- is mostly natural sounding and easy to understand
	+ with automatic word recognition
		- reads most words automatically and effortlessly
		- uses a pace that is mostly conversational and appropriate for the nature of the text
		- reads at least 125 words correct per minute
	+ with rhythm and phrasing (phrasing/chunking and pausing)
		- reads with minimal choppiness but is generally able to go phrase by phrase
		- pays attention to intonation and usually pauses at punctuation consistently and accurately
	+ with smoothness (accuracy and self-correcting)
		- reads most words accurately
		- reads mostly smoothly but occasionally breaks from smoothness
		- has some word and structure difficulties but corrects quickly most of the time
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| **Term 1 – Change for the Better**Text Focus – Archaic (texts that have vocabulary or syntax that is not used nowadays – over 50 years old at least)Alice in Wonderland – Lewis Carroll | **Comprehension (Focus Skill – Retrieve)*** Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books
* Retrieving and recording information from non-fiction texts
* Link what they’ve read in a text with what they know, their experience and that of others, and their experience of reading similar texts.
* Ask questions to explore the meanings and explanations of the events or ideas introduced or developed in a text.
* Skim read a text to get an overview of it, scan for key words, phrases and headings. Decide which sections of a text to read more carefully to fulfil a particular focus.
* Mark texts to identify ideas which they need to clarify.
* Retrieve and collect information from different sources and re-present it in different forms e.g. chart, poster, diagram
* Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval questions both orally and in writing, by making a point, and explaining it.
* Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.
* Identify elements of a text which they do not understand and ask questions about it.
* Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically. Collect information from different sources and present it in a simple format e.g. chart, poster, diagram.
* Skim a text for an overview; scan texts for key words, phrases and sentences as well as useful headings to locate information. Pay particular attention to introductions and opening/closing sentences in paragraphs to identify key information.
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| **Term 2 – What Have They Taught Us?**Text Focus – Narratively Complex (have an unreliable, multiple or non-human narrators which often create multiple plot-lines or alternative view points)Varjak Paw – SF Said | **Comprehension (Focus Skill –Inference)*** Identify themes and conventions in a wide range of books
* drawing inferences such as characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
* Support their ideas about a text by quoting or by paraphrasing from it. Answer inferential questions both orally and in writing, by making a point, and explaining it.
* Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.
* Deduce the reasons for the way that characters behave from scenes across a story.
* Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest e.g. how they use language to set scenes, create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons that they read.
* Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.
* Link what they are reading to prior knowledge and experience and to their knowledge of similar texts. Think about what they’ve read, re-read sections of texts carefully to find ‘evidence’ to support their speculations and interpretation of characters and events.
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| **Term 3 – Where Would We Be Without Water?**Text Focus – Non-Linear (have timelines that can be complex to follow as the events are not written in order)Krindlekrax – Philip Ridley | **Comprehension (Focus Skill – Prediction and Summarising)*** Predicting what might happen from details stated and implied
* Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.
* Use information about characters to make plausible predictions about their actions.
* Retelling some fairy tales, traditional tales, and so on orally
* Identifying themes and conventions in a wide range of books
* Identifying main ideas drawn from more than one paragraph and summarising these
* Summarise a paragraph/paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up cues and hints as well as what is directly stated.
* Make brief summaries at regular intervals when reading.
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| **Term 4 – Healthy Body, Healthy Minds**Text Focus – Figurative/Symbolic ( have language that often conveys a moral or political message)The Girl of Ink and Stars – Kiran Milwood Hargrave | **Comprehension (Focus Skill – Explain)*** identifying how language, structure and presentation contribute to meaning
* identifying themes and conventions in a wide range of books
* discussing words and phrases that capture the reader’s interest and imagination
* Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.
* Understand and comment on ideas introduced in a passage or section they’ve read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions.
* Support their ideas about a text by quoting or by paraphrasing from it.
* Identify social, moral or cultural issues or themes in stories e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts.
* Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently. Identifying different patterns of rhyme and verse in poetry e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.
* Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes.
* Understand how writers use figurative and expressive language to create images and atmosphere e.g. to create moods, arouse expectations, build tension, describe attitude or emotions. Discuss the meaning of similes and other comparisons they have read.
* Identify aspects or features that make a text entertaining, informative or useful.
* Use knowledge of different organisational features of texts to find information effectively.
* Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning if similes and other comparisons that they read.
* Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points, and understand how to find information efficiently.
* Investigate the language features of different sorts of non-fictions texts. Investigate the meaning of technical or subject specific words e.g. by reading the text explanation or using a glossary or dictionary.
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| **Term 5 – Our Beautiful World**Text Focus – Resistant (texts that deliberately resist easy meaning-making by readers such as poetry)Boneyard Rap – Wes MageeFrom a Railway Carriage – Robert Louis StevensonThe River – Valerie Bloom | **Comprehension (Focus Skill –Explain)*** identifying how language, structure and presentation contribute to meaning
* identifying themes and conventions in a wide range of books
* discussing words and phrases that capture the reader’s interest and imagination
* Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.
* Understand and comment on ideas introduced in a passage or section they’ve read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions.
* Support their ideas about a text by quoting or by paraphrasing from it.
* Identify social, moral or cultural issues or themes in stories e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts.
* Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently. Identifying different patterns of rhyme and verse in poetry e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.
* Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes.
* Understand how writers use figurative and expressive language to create images and atmosphere e.g. to create moods, arouse expectations, build tension, describe attitude or emotions. Discuss the meaning of similes and other comparisons they have read.
* Identify aspects or features that make a text entertaining, informative or useful.
* Use knowledge of different organisational features of texts to find information effectively.
* Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning if similes and other comparisons that they read.
* Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points, and understand how to find information efficiently.
* Investigate the language features of different sorts of non-fictions texts. Investigate the meaning of technical or subject specific words e.g. by reading the text explanation or using a glossary or dictionary.
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| **Term 6 – Our Beautiful World**Text Focus – Resistant (texts that deliberately resist easy meaning-making by readers such as poetry)The Falcon’s Malteser – Anthony Horrowitz | **Comprehension (Focus Skill – Consolidation of all skills based on assessment)** |