

Year 4 Reading Progression Grid



Year 4 National Curriculum Statements	Reading Comprehension	<p>Continue to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">• develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• using dictionaries to check the meaning of words that they have read• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• discussing words and phrases that capture the reader's interest and imagination• recognising some different forms of poetry [for example, free verse, narrative poetry• understanding what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• asking questions to improve their understanding of a text• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• retrieve and record information from non-fiction• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
---------------------------------------	-----------------------	--

Year 4 Reading Progression Grid



Activities to support reading	<p>Transcribe the children's oral responses into written ones and model structures for answering question</p> <p>Always ask the children to justify their responses to questions – How do you know?</p> <p>Create comparison grids for different fiction and non-fiction texts</p> <p>Create semantic grids of texts to help to categorise key information</p> <p>Write information gained from the text into a different context</p> <p>Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text</p> <p>Relate the text type back to the writing the children have completed</p> <p>Model how to construct a summary of a text</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Echo reading – to encourage fluency, use intonation to add to meaning and clarity of speech</p> <p>Paired and echo reading – Allow children to discuss in partners or read together</p> <p>Ask children to become Reading Detectives and search for clues within texts</p> <p>Model reading strategies – re-reading for clarity and understanding</p>
-------------------------------	--

	Key Reading Knowledge and Skills	Suggested question stems for whole class reading
Year 4 Word Reading	<p>With increasing independence, pupils should:</p> <ul style="list-style-type: none"> • Use their knowledge of root words, prefixes and suffixes 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. 	<ul style="list-style-type: none"> • Can you think of/find a word with the same prefix as _____ • Can you think of/find a word with the same suffix as _____ • Can you add a prefix/suffix to _____? How does it change the meaning of the word? • What is the root word for _____? Can you add a different prefix/suffix to it?

Year 4 Reading Progression Grid



Year 4 Vocabulary	<p>To know how to:</p> <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms, recognising that this can change the overall meaning • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> • Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author...? • Which word is closest in meaning to...?
Year 4 Inference	<p>To know how to:</p> <ul style="list-style-type: none"> • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? Could it be anything else? • I think....; do you agree? Why / why not? • How do you think....? • Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph?

Year 4 Reading Progression Grid



Year 4 Prediction	<p>To know how to:</p> <ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on. 	<ul style="list-style-type: none"> • Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text.
Year 4 Explaining	<p>To know how to:</p> <ul style="list-style-type: none"> • identify and discuss words and phrases that capture the reader's interest and imagination • identify how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why?
Year 4 Retrieval	<p>To know how to:</p> <ul style="list-style-type: none"> • confidently skim and scan texts to record details, • use relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know?

Year 4 Reading Progression Grid



Year 4 Summarise	<p>To know how to:</p> <ul style="list-style-type: none"> • use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identify main ideas drawn from more than one paragraph. • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc. 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?
------------------	---	---

Reading for Pleasure

Class books and novels are read daily to the children.

The selection of books includes those linked to '5 plagues of reading' (must reads), topics and teachers' personal choices from recommended lists. The 5 plagues are identified types of books that can create barriers to children developing a life-long love of reading. By reading a selection of these books, we aim to encourage children to read a wider range of books.

5 Plagues	Archaic language		Non-linear time sequences	Narratively Complex		Complexity of Story		Resistant Texts	
Year 4	Charlotte's Web	Alice in Wonderland	The Midnight Fox	BFG	Lion, Witch and Wardrobe	King of the Clouds	Demon Dentist	Boy at the Back of the Class	There's a Boy in the Girl's Toilets

The internet provides a wealth of recommended book lists that are updated regularly. Suggested sites include The Book Trust, National Literacy Trust and The Centre for Literacy in Primary education.



Year 4 Reading Progression Grid

Daily Reading

Children have the opportunity to change their reading book when necessary (daily) and have a weekly timetabled library session, these sessions allow the children to choose a book of their own choice from a wide selection of fiction and non-fiction books. Both the library and reading books can be read during daily reading sessions.

Class/Year group Library

Each class or year group (depending on organisational space) has access to a class library. These have a range of books including:

- fiction
- non-fiction
- books reflecting diversities
- class novels that have been read