



## A Progression in Reading

YEAR 4

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### WORD READING

(At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.)

apply their growing knowledge of root words, prefixes (e.g. sub-, inter-, anti-, auto-) and suffixes (e.g. -ation, -ous, -tion, -sion, -ssion, -cian) (etymology and morphology) as listed in National Curriculum 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

accurately and fluently read books written at an age-appropriate interest level at a speed that is sufficient to enable a focus on understanding

read silently

### COMPREHENSION

NOTE: The knowledge and skills that pupils need in order to comprehend are very similar at different ages. The complexity of the writing increases the level of challenge so ensure that the complexity of texts is increased from Y3.

Y4 pupils should be taught to develop positive attitudes to reading and understand what they read.

#### ENGAGING IN A RANGE OF READING

regularly listen to and discuss a wide range of fiction (including whole books), poetry, plays, non-fiction and reference books or textbooks at a level beyond those they might choose themselves (including those from the school's identified Y4 'core texts')

read for a range of purposes (e.g. enjoyment, to find out information or the meaning of new words)

make personal reading choices and explain reasons for these (e.g. referring to the author, blurb, content and genre)

#### ENGAGING IN A RANGE OF READING (continued)

recommend books that they have read to their peers (making links to personal reading choices and reasons for these)

quickly appraise non-fiction texts to evaluate their usefulness

#### UNDERSTANDING THE STRUCTURE OF TEXTS

read books that are structured in different ways

identify non-fiction features that support the structure of the text

sequence the main events in longer stories into the five stages

recognise some different forms of poetry and their structure (e.g. free verse, narrative poetry, haiku, limericks, cinquains, kennings)

#### UNDERSTANDING THE THEMES, CONVENTIONS AND CONTENT OF TEXTS

increase familiarity with a wide range of books, including (less familiar) fairy stories, myths and legends, and retell some of these orally

identify themes and conventions in a wide range of books (e.g. safe and dangerous; just and unjust; origins of the earth in creation stories; the conventions of different types of non-fiction writing (e.g. a diary written in the first person)) and make simple connections between texts (e.g. similarities in plot, topic or books by the same author, about the same characters)

#### PERFORMING POETRY/PLAYSCRIPTS

prepare poems and play scripts to read aloud and to perform and show understanding through intonation, tone, volume and action

perform poetry individually or together; varying, pace

#### UNDERSTANDING WORD MEANINGS

use dictionaries to check the meaning of words that they have read

use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing 'shades of meaning' among related words (link to NC Appendix 1: Y3/4 Spelling)

#### UNDERSTANDING THE USE OF LANGUAGE

identify, discuss and collect words and phrases that capture the reader's interest and imagination

identify why authors/poets have used particular language (e.g. similes to create pictures and alliteration and rhyme to create sound effects)

Y4 pupils should be taught to understand what they read, in books they can read independently and respond by making point + giving evidence.

#### UNDERSTANDING THE TEXT

activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher

use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text; re-reading to support understanding

answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions (by making point + giving evidence)

identify how language, structure, and presentation contribute to meaning

participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say

explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

#### NOTES

#### USING INFERENCE AND MAKING PREDICTIONS

draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence (e.g. use knowledge of what characters have done so far to infer what they might be thinking about an event and how this might differ between the characters)

predict what might happen from details stated and implied (e.g. about how a character will act in a particular setting or in response to an event and whether it was unexpected)

make predictions using experience of reading books by the same author (e.g. in Roald Dahl books, predict the complete turnaround in the situation of good/bad characters by the end of the story based on the introduction (e.g. Charlie Bucket will go from poor to rich because of the chocolate factory))

#### SUMMARISING

identify main ideas drawn from more than one paragraph and summarise these (e.g. 'The character is scared of spiders, the dark and lightning.' [Each example of what the character is scared of is taken from a different paragraph])

#### NAVIGATING TEXTS

retrieve and record information from non-fiction (from a single point of reference in the text [a paragraph or page] e.g. use contents page, index, headings or sub-headings)

scan for key words or phrases to retrieve information (from a single point of reference in the text [e.g. a paragraph, verse, poem or page])

