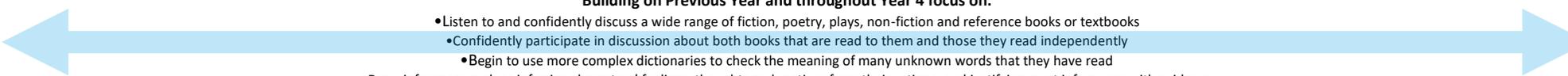


# READING: Implementation and Progression Overview Counts in Year 4

A	B	C	D	E	F
<b>Reading Curriculum &amp; Curriculum</b>					
<b>Science:</b> Living Things/Habitats/ Animals/Humans	<b>Reading Breadth:</b> Stories & Poetry - Different Forms	<b>History:</b> Vikings	<b>Reading Breadth:</b> Myths and Legends & Poetry - Different Forms	<b>Geography:</b> Europe	<b>Reading Breadth:</b> Stories and Plays & Poetry - Different Forms
<b>Word Reading</b>					
Apply 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 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word					
<b>Comprehension</b>					
<b>Building on Previous Year and throughout Year 4 focus on:</b>					
 <ul style="list-style-type: none"> <li>• Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Confidently participate in discussion about both books that are read to them and those they read independently</li> <li>• Begin to use more complex dictionaries to check the meaning of many unknown words that they have read</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence</li> <li>• Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language</li> </ul>					
<p><b>Build on Previous Year &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>• Read a wide range of books that are structured in different ways and read for a range of purposes</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text</li> <li>• Predict what might happen from details stated and implied</li> <li>• Confidently retrieve and record information from non-fiction</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language</li> <li>• Predict what might happen from details stated and implied</li> <li>• Ask some questions to improve their understanding of the text</li> <li>• Recognise a range of poetic forms [for example, free verse, narrative poetry]</li> <li>• Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>• Read a wide range of books that are structured in different ways and read for a range of purposes</li> <li>• Identify main ideas drawn from more than two paragraphs and summarise these</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Confidently retrieve and record information from non-fiction</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence</li> <li>• Identify themes and conventions in an increasing range of books</li> <li>• Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action</li> <li>• Recognise a range of poetic forms [for example, free verse, narrative poetry]</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>• Read a wide range of books that are structured in different ways and read for a range of purposes</li> <li>• Discuss many words and phrases that capture the reader's interest and imagination</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Identify themes and conventions in an increasing range of books</li> <li>• Confidently retrieve and record information from non-fiction</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language</li> <li>• Discuss many words and phrases that capture the reader's interest and imagination</li> <li>• Identify themes and conventions in an increasing range of books</li> <li>• Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action</li> <li>• Recognise a range of poetic forms [for example, free verse, narrative poetry]</li> </ul>

## Skills and Strategies

### Building on Previous year and throughout Year 4 Focus on:

- Recognise and read *all Year 3&4 Word List* words with automaticity
- Read texts, including those with few visual clues, increased independence and concentration
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context
- With increased independence develop views about what is read
- Develop positive attitudes to reading and understanding of what is read

#### Build on Previous Year & Focus on:

- Recognise and read Year 3&4 Word List
- Read aloud using punctuation to aid expression including speech
- Self-correction, including re-reading and reading ahead
- Skim to gain an overview of a text, e.g. topic, purpose
- Read short information texts independently with concentration
- Identify how texts differ in purpose, structure and layout
- Identify different purposes of texts, e.g. *to inform, instruct, explain, persuade, recount*

#### Build on Previous Term & Focus on:

- Recognise and read Year 3&4 Word List
- Read aloud using punctuation to aid expression including speech
- Self-correction, including re-reading and reading ahead

#### Build on Previous Term & Focus on:

- Recognise and read Year 3&4 Word List
- Skim to gain the gist of a text or the main idea in a chapter
- Scan for specific information using a variety of features in texts, e.g. *titles, illustrations, pre taught vocabulary, bold print, captions, bullet points*
- Identify how texts are organised, e.g. *lists, numbered points, diagrams with arrows, tables and bullet points*
- Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Re-reading sentences for clarity

#### Build on Previous Term & Focus on:

- Recognise and read Year 3&4 Word List
- Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks *and* intonation
- Re-reading sentences for clarity

#### Build on Previous Term & Focus on:

- Recognise and read Year 3&4 Word List
- Enhance understanding in information text through, e.g. *illustration, photographs, diagrams and charts*
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Identify different purposes of texts, e.g. *to inform, instruct, explain, persuade, recount*
- Skim to gain the gist of a text or the main idea in a chapter

#### Build on Previous Term & Focus on:

- Recognise and read Year 3&4 Word List
- Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks *and* intonation

## Content Domains\*

\*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

2a give / explain the meaning of words in context

2b retrieve and record information / identify key details from fiction and non-fiction

2d make inferences from the text / explain and justify inferences with evidence from the text

2e predict what might happen from details stated and implied  
2f identify / explain how information / narrative content is related and contributes to meaning as a whole  
2a give / explain the meaning of words in context

**Build on Previous Term & Focus on:**  
2e predict what might happen from details stated and implied  
2a give / explain the meaning of words in context

**Build on Previous Term & Focus on:**  
2f identify / explain how information / narrative content is related and contributes to meaning as a whole  
2d make inferences from the text / explain and justify inferences with evidence from the text  
2c summarise main ideas from more than one paragraph

**Build on Previous Term & Focus on:**  
2d make inferences from the text / explain and justify inferences with evidence from the text  
2h make comparisons within the text

**Build on Previous Term & Focus on:**  
2f identify / explain how information / narrative content is related and contributes to meaning as a whole  
2h make comparisons within the text  
2g identify / explain how meaning is enhanced through choice of words and phrases

**Build on Previous Term & Focus on:**  
2f identify / explain how information / narrative content is related and contributes to meaning as a whole  
2h make comparisons within the text  
2g identify / explain how meaning is enhanced through choice of words and phrases

## Reading Terminology for Pupils

Building on Previous Year and throughout Year 4 focus on:

root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present