

Reading Progression – Year 4

Aspect of Reading	National Curriculum	Autumn Term	Spring Term	Summer Term	Greater Depth?
Decoding	<i>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</i>	Begin to learn how to add prefixes and suffixes to root words. Begin to know how the meaning of the root word changes once a prefix or suffix is added.	Use increasing knowledge of a range of root words, prefixes and suffixes to identify the meaning of unfamiliar words and read them aloud.	Use knowledge of root words, prefixes and suffixes to understand new words with minimal impact on the fluency of reading across a wide range of texts: <i>e.g. uses knowledge of 'limit' to read and understand limited, limitless, unlimited, limitation.</i>	Use knowledge of root words, prefixes and suffixes to fluently read and interpret new words in the context of what is being read. Able to decode most new words outside their spoken vocabulary, making good attempts to pronounce words correctly.
	<i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</i>	Begin to learn or consolidate knowledge of words in the Year 3 and 4 statutory spelling list.	Able to read a range of exception words using approximate pronunciation.	Use their understanding of unusual spelling–sound correspondences to choose the most appropriate pronunciation of a word: e.g. business, medicine, separate, surprise.	Able to read a range of exception words, with appropriate pronunciation, with minimal impact on the fluency of reading.
Understanding	<i>Understand 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</i>	With support, can monitor reading for sense and self-correct when they misread. With support, can begin explain how the same word can have different meanings in different contexts.	Can sometimes monitor reading of age-appropriate texts for sense and can self-correct when they misread. They can sometimes explain how the same word can have meanings in different contexts	Can usually monitor reading for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. lunchtime monitor, monitor the temperature.	Can almost always monitor reading for sense and self-correct when they misread. Can often explain how the same word can have different meanings in different contexts, identifying a word from their reading and giving alternative meanings for it.

<p>and Comprehension</p>	<p>Retrieve and record information from non-fiction</p>	<p>Able to answer basic questions based on nonfiction texts. Begin to make notes on what they have read.</p>	<p>With support, can identify questions to be answered beforehand and use the specific features of age-appropriate nonfiction texts on paper and on screen to answer them. Sometimes records information in a form that can be easily retrieved.</p>	<p>Can usually identify questions to be answered beforehand and use the specific features of age-appropriate nonfiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved: e.g. is making and organising own notes from a non-fiction book or website to answer questions devised earlier.</p>	<p>Can almost always identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Almost always records information in a form that can be easily retrieved.</p>
<p>Understanding and Comprehension</p>	<p><i>Develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.</i></p>	<p>Begin to extend their knowledge of books by reading different texts and for different purposes. (reading in other curriculum areas)</p>	<p>Use experience of reading a range of books to give examples of how books are structured differently.</p>	<p>Can use, select and read books that are structured in different ways for the appropriate purposes: e.g. specialist books for advice on sports or hobbies, following a series by the same writer.</p>	<p>Can compare books that are structured differently and give opinions on how effectively they meet their purpose.</p>
	<p><i>Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read</i></p>	<p>With support, use a dictionary to check the meaning of words encountered in reading.</p>	<p>Can usually use a dictionary to check the meaning of words encountered in reading.</p>	<p>Independently uses a dictionary to check the meaning of words encountered in reading.</p>	<p>Instinctively turns to a dictionary to check the meaning of words encountered in reading.</p>
	<p><i>Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text</i></p>	<p>Can sometimes ask themselves questions to improve their understanding when independently reading.</p>	<p>Can usually ask themselves questions to improve their understanding when independently reading.</p>	<p>Can mostly ask themselves questions to improve their understanding when independently reading. e.g. I wonder if Mrs Muldour realises she's being tricked by paying twice for each worm or is just being generous.</p>	<p>Can always ask themselves questions to improve their understanding when independently reading.</p>
	<p><i>Understand what they read, in books they can</i></p>	<p>With support, can recognise the main</p>	<p>Can usually recognise the main ideas in paragraphs</p>	<p>Can mostly identify the main ideas in paragraphs and can</p>	<p>Can confidently and independently identify the</p>

	<i>read independently, by: identifying main ideas drawn from more than one paragraph and summarising these</i>	ideas in paragraphs and can sometimes summarise the content of these.	and can often summarise the content of these.	usually summarise, including most of the main ideas in one or two sentences using key vocabulary from the text.	main ideas in paragraphs and can routinely summarise the content of these.
Deduction, inference and interpretation.	<i>Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i>	With support, is beginning to draw inferences from their independent reading and explain thinking, returning to text to support opinions when prompted.	Able to draw some inferences from their independent reading, which is often correct but not always fully supported by reference to the text.	Able to independently draw inferences from their independent reading, which is often correct and supported with relevant evidence from the text.	Can confidently draw inferences from their independent reading and justify opinions with evidence from the text
Deduction, inference and interpretation.	<i>Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied</i>	With support, can sometimes read 'between the lines' when independently reading and draw on their experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader: e.g. I think.	Can often read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader: e.g. I think.	Pupil can almost always read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next. Can usually identify clues the writer has planted for the reader.	Can confidently read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader.
Use of language	<i>Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination</i>	Begin to identify words or phrases that interest, inspire or intrigue them from their reading and sometimes say why, explaining the effect on them as a reader.	Can sometimes identify words or phrases that interest, inspire or intrigue them from their reading and often say why, explaining the effect on them as a reader.	Can mostly identify words or phrases that interest, inspire or intrigue them from their reading and usually say why, explaining the effect on them as a reader.	Can confidently identify words or phrases that interest, inspire or intrigue them from their reading and almost always say why, explaining the effect on them as a reader: e.g. I like the way....uses the words...because....
	<i>Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes</i>	With support, begin to give examples of the same themes and conventions in different age-appropriate books.	Can give examples of the same themes and conventions in different age-appropriate books.	Pupil can independently identify and discuss some themes and conventions in age-appropriate text: e.g.	Can independently identify and discuss many themes and conventions in age-appropriate texts.

Authorial Intent, purposes and effect of the text on the reader	<i>and conventions in *and across* a wide range of writing</i>			bullying, use of headings and sub-headings in non-fiction.	
	<i>Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning</i>	With support, can sometimes identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text.	Can sometimes identify distinctive language, structural and presentational features in their independent reading and sometimes demonstrate their understanding of how these help the reader draw meaning from the text.	Can usually identify distinctive language, structural and presentational features in their independent reading and often demonstrate their understanding of how these help the reader draw meaning from the text: <i>e.g. recognises a range of salutations and signoff phrases for letters and knows which belong to a friendly letter and which to a formal one. Recognises bar graphs and maps in non-fiction and can extract information from them.</i>	Can almost always identify distinctive language, structural and presentational features in their independent reading and almost always demonstrate their understanding of how these help the reader draw meaning from the text.
Performance and Poetry	<i>Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i>	With support, can perform poems and play scripts, experimenting with intonation, tone, volume and action.	Can perform poems and play scripts, experimenting with intonation, tone, volume and action.	Can perform poems and play scripts, using intonation, tone and volume, and uses drama approaches to aid understanding.	Can perform poems and play scripts, using intonation, tone and volume, and uses drama approaches with individual interpretation.
	<i>Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry, e.g. free verse, narrative poetry</i>	Begin to learn about different forms of poetry.	Can usually recognise and name some different forms of poetry	Can confidently identify and name some different forms of poetry and describe their features: <i>e.g. ballads, limericks.</i>	Can confidently identify and name a wider range of different forms of poetry and describe some of their features.
	<i>Develop positive attitudes to reading and</i>	Begin to listen attentively and respond	Can listen attentively, discuss and give opinions on	Can listen attentively and participate in discussion about	Pupil can discuss their preferences when reading

Wider range of reading (including familiarity with texts)	<i>understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</i>	appropriately to different texts.	a range of fiction and non-fiction.	a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text.	fiction and nonfiction, providing justification by drawing on and comparing examples.
	<i>Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i>	Can sequence the main events in a wide range of age-appropriate fairy stories, myths and legends.	Can accurately retell the main events of a wide range of age-appropriate fairy stories, myths and legends.	Can accurately retell a wide range of age-appropriate fairy stories, myths and legends, providing detail, which is interesting and appropriate.	Can accurately retell a wide range of fairy stories, myths and legends, including phrases straight from the text showing familiarity and understanding some embellishment or adaptation.
	<i>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</i>	Begin to participate in structured discussions about books they have read.	With support, can discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening).	Can usually discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening): <i>e.g. is able to take on specific roles within a group discussion, note taking, chairing or including reluctant classmates.</i>	Pupil can almost always discuss their reading of age-appropriate texts in groups and whole class; following agreed class rules for group talk (turn taking and listening).