

Progression of reading: Knowledge and skills – Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Range of texts and book appreciation</u></p> <p>T1: <u>Non-Fiction:</u> Everything: Ancient Egypt – National Geographic kids <u>Fiction:</u> Goosebumps ‘The curse of the Mummy.’ RL Stine</p> <p>T2: <u>Non-fiction:</u> You wouldn’t want to be on Shackleton’s polar expedition! – Jen Green <u>Fiction:</u> Ice Trap! – Meredith Hooper</p> <p>T3: <u>Non-fiction:</u> Should there be zoos? A persuasive text – Tony Stead <u>Fiction:</u> The Hodgeheg – Dick King-Smith <u>Poetry:</u> There was an old lady</p>	<p>1. develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>2. reading books that are structured in different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> - fiction - prediction - fiction - rewriting - adverts - persuasion - information texts – history <p>3. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>4. identifying themes and conventions in a</p>	<p>1. develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>2. reading books that are structured in different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> - adverts - persuasion - information texts - letters - diaries - newspapers <p>3. increasing their familiarity with a wide range of books, including fairy stories, myths and legends,</p> <p>4. checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in</p>	<p>1. develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>2. reading books that are structured in different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> - information texts – discussion - formal letters - fiction – setting - poetry – structure and repetition <p>3. recognising some different forms of poetry [for example, free verse, narrative poetry] – cumulative pattern and repetition</p> <p>4. identifying themes and conventions in a wide range of books –</p>	<p>1. develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>2. reading books that are structured in different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> - information text - biographies - poetry – structure and form - fiction – opening with speech <p>3. recognising some different forms of poetry [for example, free verse, narrative poetry] – descriptive and repetition</p>	<p>1. develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>2. reading books that are structured in different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> - information text - history - poetry – structure and form. Links to works by same author - fiction – setting and description - fiction – work within playscripts <p>3. recognising some different forms of poetry [for example, free verse, narrative poetry] – ballad, nonsense poem</p>	<p>1. develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>2. reading books that are structured in different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> - information text - history - fiction – setting and description - fiction – work within playscripts <p>3. identifying themes and conventions in a wide range of books – information texts - Saxons</p> <p>4. preparing poems and play scripts to read aloud and to perform, showing understanding</p>

<p>T4: <u>Non-Fiction:</u> Drum Dream Girl – Margarita Engle <u>Fiction:</u> The accidental rockstar – Tom McLaughlin <u>Poetry:</u> The sound collector – Roger McGough</p> <p>T5: <u>Non-Fiction:</u> Potions, poisons and pills. A grisly history of medicine – John Farndon <u>Fiction:</u> Alice in Wonderland - Lewis Carroll <u>Poetry:</u> Lewis Carroll - Jabberwocky</p> <p>T6: <u>Non-Fiction:</u> Men, women and children in Anglo Saxon times – Jane Bingham. You wouldn't want to be an Anglo-Saxon peasant – Jacqueline Morley <u>Fiction:</u> The buried crown – Ally Sherrick</p> <p>Range of short texts used throughout the year as reading starters to reinforce the VIPERS skills.</p>	<p>wide range of books – - persuasive adverts - information texts</p> <p>5. checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>6. identifying how language, structure, and presentation contribute to meaning - Goosebumps – short sentences and word choices. Suspense</p> <p>7. 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</p>	<p>context – polar regions, expedition</p> <p>5. identifying how language, structure, and presentation contribute to meaning – newspaper presentation informal letter writing language</p> <p>6. 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</p>	<p>comparing settings (The Hodgeheg, Zoo, real life)</p> <p>5. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>6. checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - enclosures - captivity</p> <p>7. identifying how language, structure, and presentation contribute to meaning - persuasive language in letter examples and texts</p> <p>8. participate in discussion about both books that are read to them and those they can read for</p>	<p>4. identifying themes and conventions in a wide range of books</p> <p>5. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>6. checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>7. asking questions to improve their understanding of a text – hot seating drum dream girl</p> <p>8. identifying how language, structure, and presentation contribute to meaning - location of countries - legacies</p> <p>9. participate in discussion about both</p>	<p>4. increasing their familiarity with a wide range of books, including fairy stories, myths and legends,</p> <p>5. identifying themes and conventions in a wide range of books</p> <p>6. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>7. checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context (Poisons pills etc medieval phrases)</p> <p>8. identifying how language, structure, and presentation contribute to meaning – (Alice in Wonderland)</p>	<p>through intonation, tone, volume and action</p> <p>5. checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>6. identifying how language, structure, and presentation contribute to meaning</p> <p>7. 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</p>
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<p>Vocabulary</p>	<p>using dictionaries to check the meaning of words that they have read</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>-I am gaining confidence to define words with a dictionary. e.g. what is a sarcophagus? (link to topic)</p> <p>- I can talk about the author's choice of language (e.g. powerful verbs, adjectives and adverbs) and its effect on the reader in different texts. –</p> <p>- e.g. what words describe how the mummy moves (lurching, frantically)</p> <p>- can you identify and use emotive language?</p> <p>-In discussion about texts, I talk about what words mean, using other words and phrases I know to help me explain; I know how to find out meanings of words. e.g. what words are used to describe the ice and environment?</p>	<p>-I regularly use a dictionary to look up new word meanings.</p> <p>e.g. what is another word for why someone is famous (legacy)</p> <p>- I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, adjectives and adverbs). How has the author showed how Maria is feeling? (use of personification)</p> <p>-I practise talking about what words or phrases mean, within the context of a range of texts. Sometimes I can express myself clearly.</p> <p>(e.g. what keyword tells you where the poem is)</p>	<p>-I use a dictionary with confidence.</p> <p>e.g. find and highlight the word in the text that is closest in meaning to smart (distinguished)</p> <p>I can discuss my understanding of words – and explain their meaning – within the context of the text, both fiction and non-fiction. e.g. Which word or phrases tells you about conditions in medieval times?)</p> <p>I can work out the meaning of unfamiliar words from the way they are used in context. e.g. what do the words _____ suggest about the setting?</p>			

<p>Inference</p>	<p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>-In discussion about texts, I talk about what words mean, using other words and phrases I know to help me explain; I know how to find out meanings of words.</p> <p>e.g. Find and copy a group of words that tell you what is happening. (The people are trapped)</p> <p>- I can infer meaning, particularly when the characters, events or setting are familiar to me, using evidence from the text and wider experiences.</p> <p>e.g. what impression do you get of the Uncle when he runs into the room? (silly, ridiculous, embarrassing)</p> <p>-I am developing my ability to discuss moods, feelings and attitudes, by looking for clues in the text.</p> <p>e.g. What voice may the characters use when they are trapped in the ice? (scared, anxious, angry)</p>	<p>- I can infer meaning based on evidence drawn from different points in the text. I use clues from action, dialogue and description, to help me explain character's motives and behaviour. e.g. what was Max thinking when he was stood by the road and the lorry failed to stop?</p> <p>-I know how to use clues in a story or poem to talk about mood or atmosphere.</p> <p>e.g. how does the description of the sound collector make you imagine his appearance? (all dressed in grey)</p>	<p>-I can refer to the text, giving evidence to support, explain and justify my view, using additional evidence to link to wider knowledge.</p> <p>e.g. Who is telling the story? How does this differ to the Ancient Egyptians in term one?</p> <p>- I can confidently discuss messages, moods, feelings and attitudes using clues from the text.</p> <p>e.g. how do the descriptions of Alice differ to the Queen of Hearts. Who is kinder?</p>
<p>Prediction</p>	<p>predicting what might happen from details stated and implied</p> <p>- I can predict what might happen by quoting directly from the text.</p> <p>e.g. what is happening now to Gabe? What happened before and what do you think will happen next? (mummy attacks him after he</p>	<p>- I can refer explicitly to a range of texts to support my opinions and predictions.</p> <p>e.g. does this cover remind you of another similar text? Does this help you to predict?</p>	<p>-I can make a reasonable prediction about what might happen (or what might have happened), based on details stated and implied in texts.</p> <p>e.g. Do you think ____ will happen? Yes, no or maybe. Use evidence from the text.</p>

	<p>was left alone. Think he's going to get free and run.)</p>		
<p>Explain</p>	<p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>-With guidance, I can comment on some aspects of text structure and presentation, and how this helps the reader understand the text. e.g. why is the text arranged in this way? (newspaper report key features) e.g. what words / phrases were used for suspense. What did they add to the story?</p>	<p>-I read and talk about poems; with guidance, I am able to name the form of poem and to describe what it is like e.g. can you explain the form of the poem – what is the rhyming pattern?</p> <p>-I am able to recognise a growing range of forms of poetry e.g. free verse / narrative poetry / rhyming. Can you explain the differences between these two poems? What makes them both poems?</p> <p>- I recognise several different poetic forms, without prompting; I can name the form and describe its characteristics. e.g. why is the text arranged in this way? How does it help explain what genre it is?</p> <p>- I can compare and talk about the structures and features of a growing range of fiction and non-fiction texts. e.g. what is the purpose of this text feature (headings and subheadings in a biography)</p> <p>-I can discuss key themes in a growing range of books e.g. triumph of good over evil/ revenge / damage to the environment. e.g. What affect does _____ have on the audience? How does it show the impact zoos have? (torturous, inhumane, evil)</p> <p>-I am developing my understanding of how structure and presentation contribute to meaning e.g. what is the importance of an introductory paragraph and concluding</p>	<p>-I read and talk about poems; with guidance, I am able to name the form of poem and to describe what it is like e.g. Why is the text arranged in this way? Why is this different to the Alice in Wonderland text? (discussions about same author)</p> <p>-I am able to recognise a growing range of forms of poetry e.g. free verse / narrative poetry / rhyming e.g. What effect does _____ have on the audience?</p> <p>- I recognise several different poetic forms, without prompting; I can name the form and describe its characteristics. e.g. why is the text arranged in this way? How does it help explain what genre it is?</p> <p>- I can compare the structure of different texts e.g. to discover how stories differ in pace, build up, sequence, problem and resolution; how non-fiction structures are similar or vary in form e.g. How does the author engage the reader here? How would you feel being made small and big? How do you know how she feels?</p> <p>-I can compare key themes within and across a wide range of different books. e.g. Can you explain the similarities between Alice in Wonderland and the Buried Crown?</p> <p>-I can identify how the structure and presentation of the text contributes to meaning e.g. how the first paragraph</p>

		<p>paragraph? (States and restates the side of the argument)</p> <p>- I can refer explicitly to a range of texts to support my opinions and predictions. e.g. how does the video explain for and against? Are these replicated in our information text and fiction book? e.g. Zoo shows negatives of zoos. Video and information texts are a balanced discussion.</p>	<p>introduces the main ideas; how the text box picks out key facts. e.g. How are these sections linked and why is it set out in time order? (instructional text)</p> <p>- I can discuss how and why the text affects the reader and refer back to the text to back up a point of view. e.g. the mood of the character changes throughout the text. Find and copy the phrases that show this. (Excited, bored, enthusiastic, scared)</p>
Retrieve	<p>retrieve and record information from non-fiction</p> <p>- I can use knowledge of text structure to locate information. -I am gaining confidence to define words with a dictionary. e.g. give one example of the atmosphere inside the pyramid.</p>	<p>- I can skim and scan to identify key ideas and answer questions from a text. e.g. how did? how often? where does it say? How is _____ described?</p>	<p>- I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes/contents pages. e.g. how would you describe this story / text? What genre is it? how do you know? (explaining how the Anglo-Saxons invaded).</p>
Summarise	<p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>-I can usually identify the main idea drawn from more than one paragraph, sometimes with guidance. I am beginning to be able to make a summary [and record it in writing.] e.g. what happened after (with links to rewriting the text)</p>	<p>-I am becoming more confident to identify main idea/s drawn from more than one paragraph; I practise summarising these – sometimes with another person or group. [My written summary shows further evidence.] e.g. Can you summarise in a sentence, the beginning, middle, end (Max's journey across the road and reasons why.</p>	<p>-I can identify the main idea/s drawn from more than one paragraph (sometimes the whole text) and make a summary of these [verbal and written]. e.g what happened after Alice drunk the first potion (she got tall). What happened when she had drunk both of the potions? e.g. can you number these events 1-5 in the order in which they happened? (Timeline of Anglo-Saxon invasion).</p>

National curriculum statutory expectations.

Steps targets.

RESPONSE TO TEXT:

With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books;
they listen to others;
develop their familiarity with texts including myths and legends; retell some of these orally;
with increasing awareness of authorial choice, discuss words and phrases which capture their interest; identify how language, paragraph structure and layout contribute to meaning.

FLUENCY AND PHRASING 140 wpm

Children learn to:

read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words;

sight-read a wide range of exception words (Y3-4 list and similar);

with support, notice where commas create phrasing within sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences;

recite whole poems with growing awareness of the listener;

as decoding becomes more secure, become independent, fluent and enthusiastic readers.