

Year 4	Reading objectives show progression within the Whole School Progression Maps. Objectives are covered throughout the year and in many different contexts. Objectives are assessed termly.					
<b>Year 4 Ongoing Reading Objectives</b>						
Ongoing Objectives	<ul style="list-style-type: none"> <li>- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>- To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</li> <li>-</li> </ul>					
<b>Year 4 Mastery Cycle Reading Objectives</b>						
School Term	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Guided Reading Texts	The Iron Man – (4 weeks) A Stone for Sacha (3 weeks)	A Stone for Sacha (1 week) Romans on the Rampage (2 weeks) The Roman Diary - The Journal of Iliona (2 weeks) <b>The Polar Express (2 Weeks)</b> Whole School	Voices in the park (4 weeks) Leon and the Place Between (2 weeks)	The Great Kapok Tree (2 weeks) The Rainforest Grew all around (weeks) River Poems (2 weeks)	How to Train your Dragon (2 weeks) Beowulf (2 weeks)	Charlotte’s Web (2 weeks) King Arthur and the Knights and the Round Table (2 weeks) The Firemaker’s Daughter (2 weeks)
Ideal Book Band for expected reader	Brown	Brown	Brown	Grey	Grey	Grey
Decoding	<ul style="list-style-type: none"> <li>- I can read a range of texts with consistent accuracy, fluency and confidence.</li> <li>- I can decide and use knowledge of prefixes and suffixes to read new and common exception words.</li> <li>- I can read aloud books and poetry at a reasonable speaking pace with expression.</li> </ul>					
Text Structures	<ul style="list-style-type: none"> <li>- I can identify and use the features of non-fiction texts to find information.</li> <li>- I can recognise the conventions of different types of writing.</li> <li>- I know how paragraphs can organise ideas around a theme and build up ideas across a text.</li> </ul>					
Retrieving	<ul style="list-style-type: none"> <li>- I can summarise main ideas from more than one paragraph.</li> <li>- I can ask and find answers to simple questions in a section of text.</li> <li>- I can decide on a question that needs answering and locate it in a non-fiction book, using skimming and scanning to support.</li> </ul>					
Understanding	<ul style="list-style-type: none"> <li>- I can identify main ideas from more than one paragraph and summarise them.</li> <li>- I can ask questions and find answers in different text types.</li> <li>- I can identify the main themes or conventions of a text and discuss these.</li> </ul>					
Performing	<ul style="list-style-type: none"> <li>- I can perform poems or playscripts with varying volume, pace or expression.</li> <li>- I can use sound effects or actions to support my performance or retelling.</li> </ul>					
Predicting	<ul style="list-style-type: none"> <li>- I can predict what might happen next from details stated in the text.</li> <li>- I can predict what might happen from details hidden or implied within the text.</li> </ul>					
Inferring	<ul style="list-style-type: none"> <li>- I can empathise with different characters’ points of view which are both implicit and explicit.</li> <li>- I can identify the use of figurative and expressive language to build a fuller picture of a character.</li> <li>- I can discuss ways that characters respond to a dilemma and make deductions about their motives or feeling.</li> <li>- I can discuss the relationship between what characters say and do.</li> </ul>					
Writers Choice	<ul style="list-style-type: none"> <li>- I can describe how the author has used a range of vocabulary to convey different moods, feelings, or attitudes.</li> <li>- I can identify and describe the style of individual writers or poets.</li> </ul>					



## Year 4 – Reading - Year Group Progression Overviews

Viewpoints	<ul style="list-style-type: none"><li>- I can express my personal response to texts and make judgements about the success of the narrative.</li><li>- I can discuss similarities between the same author's books and different authors.</li><li>- I can identify a writer's viewpoints.</li></ul>
<b>Key words to support reading and fluency</b>	
Reading Vocabulary	Book, text, author, blurb, fiction, non-fiction, word, sentence, letter, space, rhyme, phoneme, grapheme, split-diagram, segment, blend, book, cover, beginning, end, page, word, letter, line, setting, character, event, tension, authorial choice, paragraph, skimming, scanning, dialogue, direct speech,
Common Exception Words	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas.