



Pathways to Read

Year 4 Reading Skills

**Meaning of words, retrieval, sequence/summarise, inference, prediction,
structure and organisation, language choice and making comparisons**

Clarify vocabulary: progression in meaning of words



| Year group | National curriculum | Skill progression | Questions |
|------------|---|--|---|
| 4 | Explore the meaning of words in context | <ul style="list-style-type: none"> • Discuss understanding and identify the meaning of words in context • Use dictionaries to check the meanings of words they have read • Discuss words and phrases that capture the reader's interest and imagination | <p>Find and copy one word which shows that... What does... mean in this sentence?</p> <p>Find and copy a group of words that means the same as ... What do the words ... mean?</p> <p>Which word is closest in meaning to ___? (Give options)</p> <p>Find and copy one word which means... Why is the word ___ in inverted commas?</p> <p>What does the word ___ tell you about...?</p> <p>Choose the best words to match the description (multiple choice x 4)</p> <p>Use the dictionary to find the meaning of the word...</p> <p>Use the dictionary to find other words that mean the same as</p> |

Progression in retrieval



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|------------|---|--|--|
| 4 | <p>Ask questions to improve their understanding of a text</p> <p>Retrieve and record information from non-fiction</p> | <ul style="list-style-type: none"> • Ask questions and find answers to simple questions in a text • Retrieve and record information from non-fiction • Extract information from the text • Locate information using skimming and scanning • Decide on a question that needs answering and locate the answer in a non-fiction book • Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) | <p>Which two...? What is...? Why had...? Who else...? What event...? Why do...? Why has..?</p> <p>Where is?</p> <p>List... Match... Underline / highlight... Choose...</p> <p>Give one... Name two... Tick... Two columns.</p> <p>Where is the contents page/ index/ chapter on...?</p> <p>Give two reason...</p> <p>Find a description of/ a piece of text relating to... Find and copy two things... What are the ___ for?</p> <p>How do the sub-headings make the text easier to read?</p> <p>What is the purpose of the illustrations/diagrams/fact boxes?</p> <p>Match the sub-heading to the paragraph.</p> <p>Can you explain how information is related in this book?</p> <p>Where would you find information about...?</p> <p>What is one (name) that _____ have been called?</p> <p>Why is the word ___ in bold print / italics?</p> <p>What features could a ___ text have?</p> <p>Number these facts in order of importance.</p> |

Progression in sequencing/summarising



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|------------|--|---|--|
| 4 | Identify main ideas drawn from more than one paragraph and summarise these | <ul style="list-style-type: none"> Identify main ideas within a text or within a paragraph and summarise these | <p>Can you number these events 1-4 in the order that they happened? Order the sections of text. Retell the negative/positive events in the story. Can you summarise in a sentence what this paragraph tells us? Match one word to summarise each paragraph? Use 5 words to describe what the story is about. Can you summarise the character in three words? Match one word to a section of text. What does the first sentence in the paragraph/subheading/headline tell us? Match the sub-heading to the main text. 1 minute timer. Highlight the text every time you see the word_____ .</p> |

Progression in inference



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| 4 | <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> | <ul style="list-style-type: none"> • Empathise with different characters' points of view (implicit and explicit) • Identify the use of descriptive and expressive language to build a fuller picture of a character • Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings • Discuss the relationship between what characters say and do - do they always reveal what they are thinking? • Discuss, moods, feelings and attitudes using inference and deduction • Identify themes and conventions in a wide range of books | <p>(Quote) What else in the text tells us that...? What impression do you get of....? How do you feel about (character)? Why? How was the character feeling at (point in the story) and how do you know? (Quote) Why does she (action)? What dilemma did (character) face in the beginning/middle/end of the story? What did he/she decide to do? Why? What would you do? How did (character) respond in the dilemma? How did (character) feel in the dilemma? What is the relationship between (character) and (character)? "Speech quote" – what does this say about the character? "Speech quote" – what does this say about the relationship between the two characters? What attitude does (character) have towards (character)? What suggests / implies that... Give two things. What is the mood in this setting? Which words suggest this? Who is the hero/villain/victim/champion in the story? How do you know? How can you tell that... Give one piece of evidence. Give two reasons... Explain two ways... using evidence from the text to support your answer fully.</p> |

Progression in prediction



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|------------|---|---|--|
| 4 | Predict what might happen from details stated and implied | <ul style="list-style-type: none"> Predict what might happen from details stated and implied Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place Make predictions about how characters might behave in such a setting | <p>Predict from the cover/ blurb/ inside cover.</p> <p>What is happening now? What happened before this? What might happen next? Use evidence from the text to support.</p> <p>Do you think...will happen? Explain reasons.</p> <p>What might (character) do in this story?</p> <p>Will (character) behave the same way in the beginning and the end?</p> <p>Event: what will happen to the character now? What will they do next?</p> <p>Is the character similar to any other characters / people you know? How would they behave in this situation?</p> <p>Which details tell us about the setting/mood/atmosphere? What might happen here? Have you been to a setting like this before? Have you read about a similar setting in another story? How will the character behave here?</p> <p>What is your impression of this place? How might the character react/behave here?</p> |

Progression in structure and organisation



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| 4 | <p>Read books that are structured in different ways</p> <p>Identify how language, structure, and presentation contribute to meaning</p> | <ul style="list-style-type: none"> • Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in nonfiction texts • Identify and discuss the use of nonfiction features to find information from the text (index, contents, headings and sub-headings, illustrations) • Understand how paragraphs can organise ideas around a theme and can build up ideas across a text • Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes | <p>Find the features in different types of writing – letters, diary writing, non-fiction features (labels, title, subheadings, diagram, contents page, index, glossary) What features could a ___ text have?</p> <p>How has the author helped us to be able to read this book? (structure and lay-out)</p> <p>Why has it been organised like this?</p> <p>What are the ___ for?</p> <p>Match the sub-heading to the paragraph.</p> <p>Can you explain how information is related in this book?</p> <p>Where would you find information about...?</p> <p>What is one (name) that _____ have been called?</p> <p>Why is the word ___ in bold print / italics?</p> <p>Use alphabet to use index and glossary. Use the first 2 or 3 letters of words to order alphabetically.</p> <p>Explain why the author used _____ (noun phrases, vocabulary) to describe a character's feeling or attitude.</p> <p>Explain why the author used _____ (noun phrases, vocabulary) to convey a mood.</p> <p>How does the writer make it interesting / engaging / exciting in the first paragraph/ending?</p> <p>Explain how the paragraph gives a positive / negative impression of the setting.</p> <p>Explain the theme of the paragraph. What is the structure of the paragraphs across the text?</p> |

Progression in language choice



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|------------|--|---|---|
| 4 | Discuss words and phrases that capture the reader's interest and imagination | <ul style="list-style-type: none"> • Comment upon the use and effect of author's language • Identify and describe the styles of individual writers and poets • Identify and comment on expressive and descriptive language to create effect in poetry and prose • Comment on the overall effect of the text | <p>How does the story start? Which words are used? Can you find the repeated words and any patterns in the text? Find the words which move time on in the story. Which are the words which make this sound like a traditional tale, a myth, adventure story? How does the author make the text funny/sad/scary/exciting? Find the words which build tension in the story. Find the words which convey the mood in the story. Find two words or phrases which make the passage seem... Find two words or phrases which show the writer thinks... Which keyword(s) tell you about the character/ setting/ mood? Explain how the words... make it seem... How can you tell this story was written a long time ago? Which words show this? Which words are funny? Scary?</p> |