

Year 4 reading progression

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage



Striving for Excellence

	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn term	<ul style="list-style-type: none"> • Apply their 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 they meet • Read further exception words, noting the unusual correspond 	<ul style="list-style-type: none"> • Ask questions to improve their understanding of a text • Use dictionaries to check the meaning of words that they have read • Discuss understanding as it develops and explain the meaning of words in context 	<ul style="list-style-type: none"> • Identify main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction • Recognise and distinguish between fact and opinion 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Draw sound inferences, supported through reference to the text 	<ul style="list-style-type: none"> • Identify how language, structure, and presentation contribute to meaning • Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader 	<ul style="list-style-type: none"> • Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters) • Identify how a range of presentational devices guide the

	ences between spelling and sound, and where these occur in the word							reader in non-fiction
Spring term		<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text 			<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Show understanding through intonation, tone, volume and action when performing poems and playscripts 	<ul style="list-style-type: none"> Identify features that characterise books set in different cultures or historical settings Recognise some different forms of poetry [for example, free verse, narrative poetry]
Summer term					<ul style="list-style-type: none"> Use specific vocabulary, and ideas expressed in the text, to support own responses 	<ul style="list-style-type: none"> Infer underlying themes and ideas 	<ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing) 	<ul style="list-style-type: none"> Make links between texts and to the wider world



As we move through the school year, each skill is revisited multiple times with increasing independence each time,