

Year 4 Reading Progression

	End of Y3	4.1	4.2	4.3
<p>Reading Word As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.</p>				
<p>Homophones and near homophones: groan grown main mane reign rain rein peace piece berry bury heal heel missed mist who's whose accept except affect effect</p>	<p>Can competently display correct spelling of homophones taught in their independent writing</p>	<p>groan grown main mane reign rain rein peace piece berry bury</p>	<p>heal heel missed mist who's whose accept except affect effect</p>	<p>Consolidation of previously learnt homophones. Confidently apply in all contexts of curriculum.</p>
<p>prefixes mis-, auto-, inter-, il-, ir- Revisit: un-, dis-, in-</p>	<p>Prefixes Meaning of and adding prefixes dis- and in- Meaning of and adding im- to root words beginning with m or p Meaning of and adding the prefix re- Meaning of and adding prefix anti- Meaning of and adding prefix super- Meaning of and adding prefix sub-</p>	<p>Prefix mis- and revising un-, in-, dis- Prefix auto- Prefix inter-</p>	<p>Adding il- and revising un-, in-, mis-, dis- adding ir- to words beginning with r Consolidate of previously taught prefixes.</p>	<p>Confidently apply in all contexts of curriculum.</p>
<p>Words ending zhuh spelt -sure Adding -ly to adjectives to form adverbs. Words ending in -ous words ending in zhun spelt -sion. Adding the suffix -ion</p>	<p>Adding the suffix -ous Adding suffix -ly to adjectives to form adverbs Words ending in -ture Adding -ation to verbs to form nouns.</p>	<p>Words ending zhuh spelt -sure Adding -ly to adjectives to form adverbs. Words ending in -ous</p>	<p>words ending in zhun spelt -sion. Adding the suffix -ion</p>	<p>Adding the suffix -ion</p>

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	<p>Adding suffix -tion to root words ending in t or te.</p> <p>Adding the suffix -ian to root words ending c or cs.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p>			
<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Words with c sound spelt ch</p> <p>Words with sh sound spelt ch</p> <p>The short i sound spelt y</p> <p>Spelling all year 1 and year 2 words and Y3/4 words taught in Y3.</p>	<p>Short u as ou</p> <p>Words with the ay sound spelt ei, eigh, ey.</p> <p>Words with s sound spelt sc</p> <p>Y3/4 words: Accident(ally), Actual(ly), Exercise, Experience, Particular, Perhaps, Through, Appear, Arrive, Extreme, Famous, Popular, Possess(ion), Various, Believe, Bicycle, History, Imagine, Possible, Pressure</p>	<p>Possessive apostrophe with plural words</p> <p>The c sound spelt -que and the g sound spelt -gue.</p> <p>Y3/4 words: Build, Calendar, Important, Interest, Promise, Purpose, Certain, Complete, Knowledge, Material, Question, Reign, Continue, Decide, Medicine, Minute, Sentence, Separate, Describe, Different, Naughty, Occasion(ally), Special, Suppose</p>	<p>Y3/4 words: Early, Enough, Opposite, Ordinary, Surprise, (al)though</p> <p>Consolidate and revisit any requirements based on assessment.</p>
	End of Y3	4.1	4.2	4.3

Year 4 Reading Progression

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

Begin to develop **positive attitudes to reading** and understanding of what they read by:

KPI listening to and begin to discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	When reading age appropriate books, can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	When reading age-appropriate texts, can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	When reading age-appropriate texts, can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	When reading age-appropriate texts, can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
KPI begin to read books that are structured in different ways and reading for a range of purposes	Can read age appropriate books that are structured in different ways and reading for a range of purposes	Can read age appropriate books that are structured in different ways and reading for a range of purposes	Can read age appropriate books that are structured in different ways and reading for a range of purposes	Can read age appropriate books that are structured in different ways and reading for a range of purposes
start using dictionaries to check the meaning of words that they have read	Use a dictionary to locate familiar words and check meaning.	Confidently, use strategies to use the dictionary efficiently, e.g. where the letter is in the alphabet, two letters.	Use strategies (two and begin with three) confidently to locate words to check for meaning and spelling are accurate.	Use a dictionary to locate unfamiliar/ambitious words and check meaning/spelling with first two/three letters, confidently.
increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and begin briefly retelling some of these orally	increasing their familiarity with a wide range of books... including fairy stories, myths and legends, and retell some parts of these orally	increasing their familiarity with a wide range of books ... including fairy stories, myths and legends, and retell some parts of these orally	increasing their familiarity with a wide range of books ... including fairy stories, myths and legends, and retell some parts of these orally	Be familiar with a wide range of books ... including fairy stories, myths and legends, and be able to retell these orally
KPI start recognising themes and conventions in a wide range of books		start recognising themes and conventions in a wide range of books - taught through whole class, shared and guided reading	start recognising themes and conventions in a wide range of books - shared reading	start recognising themes and conventions in a wide range of books - taught through guided reading
KPI preparing poems and play scripts to read aloud and to perform,	preparing poems and play scripts to read aloud and to	preparing poems and play scripts to read aloud and to	preparing poems and play scripts to read aloud and to perform, beginning to use good	Continuing to prepare and perform poems and playscripts

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beginning to use good intonation, tone, volume and action Reading stories with intonation and relevant expression	perform, beginning to use good intonation	perform, beginning to use good intonation, tone, volume Reading stories with intonation and relevant expression	intonation, tone, volume and action Reading stories with intonation and relevant expression	beginning to use good intonation, tone, volume and actions Reading stories with intonation and relevant expression
start discussing words and phrases that capture the reader's interest and imagination	Pick out words and phrases and discuss reasons for their choices	Identify words and phrases that an author has used to capture the readers interest and imagination	Identify words and phrases that an author has used to capture the readers interest and imagination and begin to explain	Begin to discuss the effect of words and phrases on the reader
read some different forms of poetry [for example, free verse, narrative poetry]		Read some different forms of poetry... Free verse	Read some different forms of poetry... Narrative	Read some different forms of poetry... Free verse Narrative
Understand what they read in books, they can read independently, by:				
KPI begin to check that the text makes sense to them, begin to discussing their understanding and begin to explain the meaning of words in context	Can read age appropriate texts and begins to check that the text makes sense to them, begin to discussing their understanding and begin to explain the meaning of words in context	Can read age appropriate texts and begins to check that the text makes sense to them, begin to discussing their understanding and begin to explain the meaning of words in context	Can read age appropriate texts and begins to check that the text makes sense to them, begin to discussing their understanding and begin to explain the meaning of words in context	Can read age appropriate texts and begins to check that the text makes sense to them, begin to discussing their understanding and begin to explain the meaning of words in context
start asking questions to improve their understanding of a text		Can ask questions to improve their understanding in age appropriate texts.	Can ask questions to improve their understanding in age appropriate texts.	Can ask questions to improve their understanding in age appropriate texts.
begin drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and start justifying inferences with evidence		I can infer feelings and motives and highlight evidence in the text	I can find evidence to back up inferences about feelings, thoughts, motives, events and actions	I begin to justify simple inferences using evidence from the text (PEE technique)
make some predictions , what might happen from details stated and implied		I make some predictions based on implied information	I make predictions based on implied information	I make predictions referring to the text

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KPI identifying main ideas drawn from one paragraph		I can find the main idea in longer paragraph	I can identify more than one idea in a detailed paragraph	I can identify main ideas drawn from a long, detailed paragraph (grey)
KPI commenting upon language, structure, and presentation features and how they contribute to meaning	Language - I can find and talk about the vocabulary the author has used. Structure and Presentation - Identify and explain the use of headings and subheadings, photographs, captions glossary, contents and index in non-fiction texts	Language - I can identify language used to create moods and build up tension e.g. fronted adverbials Structure and Presentation - begin to identify other presentational devices e.g. diagrams	Language - I can make comments on the language an author has used e.g. possessive pronoun Structure and Presentation - comment upon other presentational devices e.g. diagrams	Language - I can make comments on the effect of the language used adjectival and prepositional noun phrases Structure and Presentation - comment upon how layout and presentational devices aid meaning in fiction and non-fiction books at their level
KPI begin to retrieve and record information from non-fiction		I can use headings and subheadings find and copy a piece of information	I can use a contents page to retrieve and record information	I can use contents, glossary and index to find and record information
participate in discussion about both books that are read to them and those they can read for themselves		I can participate in class and small group discussions about main events and information in a text	I can participate in discussions about characters, feelings, thoughts, motives	I can participate in a discussion and refer to the text
KPI Cognitive Domain - comprehension skills Ability to answer questions in the 5 key cognitive areas	Able to answer question level 2/3 difficultly questions on an appropriate text matched to their technical ability Or when text is accessed by the teacher from the representative book selection, children are able to answer level 2/3 question Children who are able to answer level 4 type questions are above = above in this area Children able to answer level 1 type questions = below level in this area			
		23 objectives 9 KPI's covered	23 objectives 9 KPI's covered	23 objectives 9 KPI's covered

Year 4 Reading Progression

ASSIGNING A JUDGEMENT AT EACH ASSESSMENT POINT IN YEAR 4

	Working Towards Expected Level	At Expected Level	Working Beyond Expected Level
Assessment Point 1	Below expected →	Read age appropriate texts ALL KPI's plus 85% of 14 remaining 4.1 objectives = 12 further objectives	Read age appropriate texts ALL KPI's plus 85% of 14 remaining objectives = 12 further objectives

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		Working at cognitive domain 2 or 3	AND Working at cognitive domain 4
Assessment Point 2	Below expected →	Read age appropriate texts ALL KPI's plus 85% of 14 remaining 4.2 objectives = 12 further objectives Working at cognitive domain 2 or 3	Read age appropriate texts ALL KPI's plus 85% of 14 remaining objectives = 12 further objectives AND Working at cognitive domain 4
Assessment Point 3	Below expected →	Read age appropriate texts ALL KPI's plus 85% of 14 remaining 4.3 objectives = 13 further objectives AND ALL of 4.1 met Working at cognitive domain 2 or 3	Read age appropriate texts ALL KPI's plus 85% of 14 remaining objectives = 12 further objectives AND All 4.2 met Working at cognitive domain 4

END OF YEAR 4 ASSESSMENT

	Below expected	At expected	Above expected
Spelling	Working below year 4 words and spellings	Able to read all key words and spellings patterns from term 1,2 and 3 of year 4	Competent to read all key words and spellings patterns from term 1,2 and 3 of year 4

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			Able to read the majority of year 3/4 key words all able to read some key spellings for year 5
Reading band	Working towards reading age appropriate texts.	Confidently read age appropriate texts.	Confidently read age appropriate texts.
Cognitive understanding	<p>When reading books.... Independently and able to answer cognitive level 1 questions independently both orally and written</p> <p>When sharing text, able to answer level 1 cognitive questions and beginning to answer level 2 with support</p>	<p>When reading books.... Independently and able to answer cognitive level 1 and 2 questions independently Competent to record answers to questions levels 1 and 2 independently Able to answer level 3 cognitive questions verbally/written</p> <p>When orally sharing text, able to answer cognitive questions at level 1, 2 and 3</p> <p>Beginning to answer level 4 with some support</p>	<p>When reading books.... Independent and competent to answer cognitive level 1, 2 and 3 questions independently both orally and written</p> <p>Able to answer level 4 questions written</p>
Cognitive + Technical =	<p>If a child is reading below age appropriate texts but answering cognitive domain level 2/3 = BELOW If a child is reading age appropriate texts but are only answering cognitive domain level 1 = BELOW If a child is reading age appropriate texts and answering cognitive domain level 2/3 = AT EXPECTED If a child is reading age appropriate texts and answering cognitive domain level 4 = ABOVE</p>		