

### Year 4 Reading Progression

Reading Aloud	Word Reading	Vocabulary	Inference	Prediction	Explanation	Retrieval	Summarising
Orally retell whole stories/sections of stories linked to the <b>Y4 range</b>	Applying phonics (all children) Use strategies to accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) <i>*vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.</i>	Explain the meaning of new words in in a fiction and non-fiction context	Draw inferences about characters' feelings and motives	Predict what may happen based on both what has been implied	Explain views, listen to the views of others and respond, based on a text.	Use skimming to locate main ideas in the text <sup>[1]</sup> <sub>[SEP]</sub> Use scanning to locate pieces of information.	Summarise ideas from <b>across several paragraphs</b> or sections (fiction and non-fiction)
Discuss recurring literary language <b>across poetry and narratives</b> linked to age-appropriate texts and texts children read independently	Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation*	Use age appropriate dictionaries and thesauri to check the meanings of words	Justify inferences within several pieces of evidence from the text to support one specific point <sup>[1]</sup> <sub>[SEP]</sub>	Predict what may happen based on both what has been implied	Explain views, listen to the views of others and respond, based on a text.	Use contents, indexes, glossaries and sub-headings to locate relevant information	Identify the author's message about the theme of a text
Recite poems by heart, using intonation, tone and volume to gain the interest of the listener	Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception (word List) words	Explain how words and phrases contribute to the meaning of the text	Identify how the structure and presentation of texts* contributes to the meaning <i>*age-appropriate</i>			Identify the structural conventions of non-fiction in relation to the text type  Identify the language conventions of non-fiction in relation to the text type	Discuss their understanding of both texts they have read independently and those read to them
Read aloud and perform texts, <b>maintaining the audience's interest</b> in the characters and plot	Check that the text makes sense to them as they read and correct inaccurate reading	Explain the meaning of new words in in a fiction and non-fiction context	Draw inferences about characters' feelings and motives			Make notes from one source to answer key questions through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping <sup>[1]</sup> <sub>[SEP]</sub>	Summarise ideas from <b>across several paragraphs</b> or sections (fiction and non-fiction)
Orally retell whole stories/sections of stories linked to the <b>Y4 range</b>	For children who didn't make the required phonic standard by Y2 Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives (graphemes/word families) – guidance use AfL to target the particular sound or family required. <i>AfL: what do the children need to help them read fluently and understand?</i>					Use skimming to locate main ideas in the text <sup>[1]</sup> <sub>[SEP]</sub> Use scanning to locate pieces of information.	
	Applying phonics (all children) Use strategies to accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) <i>*vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.</i>						