

Chillerton and Rookley and Godshill Primary – Whole School Reading Progression (ARE)

Year 4

	Working towards	Expected	Greater Depths
Word Reading (Phonic Knowledge)	<p>Generally, reads fluently, decoding most new words outside everyday spoken language • Read longer words with support and test out different pronunciations using their phonic knowledge • Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto (as listed in English Appendix 1) to begin to read aloud • Apply their growing knowledge of root words and suffixes/word endings including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1) to begin to read aloud • Use dictionaries to check the meaning of words they have read. • Begin to read further Y3/4 exception words</p>	<p>Read most words effortlessly and attempt to decode any unfamiliar words with increasing speed and skill and draw on a selection of strategies to decode new words with increasing automaticity • Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently • Read further Y3/4 exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word • Use dictionaries to check the meaning of words they have read.</p>	<p>Read a wider range of challenging texts that are above chronological age with fluency and understanding</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes/word endings (etymology and morphology) to read aloud and to understand the meaning of new words in a text

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Reading Comprehension	<ul style="list-style-type: none"> • Develop a positive attitude to reading and understand what they read • Read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Read with an awareness of audience e.g. changes in intonation, volume and pace, re-read passages of text to ensure understanding • Read and re-read a variety of texts, but 'stick' closely to known text types or authors • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading, re-reading and rehearsing a variety of texts • Recognise and discuss the different features of a variety of texts e.g. headlines in newspaper articles, address in letters and headings in report 	<p>See reading as a pleasurable activity.</p> <ul style="list-style-type: none"> • Read silently and discuss what they have read. • Read aloud with appropriate intonation and pace, showing their understanding and awareness of audience • Check that the text makes sense, questioning understanding with unfamiliar words or phrases. • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Begin to choose and read a wider range of books including authors that they may not have previously chosen. • Begin to recognise conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions and participate in discussions about them • Use appropriate terminology when discussing texts (plot, character, setting) • Retrieve and 	<p>Read silently with increasing stamina and appraise the text.</p> <ul style="list-style-type: none"> • Show awareness of the audience when reading out loud by selecting a range of appropriate techniques (intonation, tone, volume, pace, action) • Discuss and compare texts from a wider variety of genres and authors referring to authorial style, themes e.g. good v. evil, and features e.g. greetings in letters, a diary written in the first person or the use of presentational devices such as numbering and headings; deepening their understanding of their culture and wider background. • Compare and contrast a range of writing conventions commenting on their purpose and audience. • Explain the reasoning of organisational devices, including glossaries. • Retrieve, record and discuss information using all the organisational devices within a non-fiction text, with increasing accuracy and speed, record evidence through

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	<p>writing • Read books that are structured in different ways for a range of purposes and participate in discussions about them • Recognise simple themes across unfamiliar stories such as journey stories, wishing stories etc • Use appropriate terminology when discussing texts (plot, character, setting) • With support, talk about authors' choice of words and phrases for effect • Ask questions to improve their understanding of the text • Retrieve and record information from non-fiction, using contents pages to locate information. • Know the job of the index page but may need support to use it effectively • Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives • Predict what might happen from details stated and implied.</p>	<p>record information from non-fiction using conventions such as, contents pages, indexes and glossaries to locate information. • Discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts. • Identify main ideas drawn from more than one paragraph and summarise these • Summarise and present a familiar story in their own words. • Predict what might happen from details stated and implied. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</p>	<p>paraphrasing. • Begin to comment on the effectiveness of the author's choice of language. • Recognise and recall key landmarks within a story. • Use inference and deduction to identify the characteristics of more than one character in the story and to comment on the relationship between them. Begin to read between the lines. • Recognise and discuss some different forms of poetry • Identify main ideas drawn from more than one paragraph and summarise these • Justify predictions with evidence from the text.</p>
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