

Progression of Reading Skills
Year 4

	T1	T2	T3	T4	T5	T6
Topic	Ancient Egyptians	Production/Road Trip USA	Road Trip USA	Rivers, Mountains and the Water Cycle	Anglo-Saxon Canterbury	Anglo-Saxons
KEY TEXTS: Fiction Non-fiction Poetry	<p>Fiction: Secrets of a Sun King by Emma Carroll</p> <p>‘The Iron Man’ by Ted Hughes</p> <p>Non-Fiction: ‘So you think you’ve got it bad – A kids life in Ancient Egypt’</p> <p>Extracts from Howard Carter’s Diary</p> <p>Poetry: Poetry by Nikki Geovani</p>	<p>Fiction: Play Script (changes annually)</p> <p>‘The Iron Man by Ted Hughes’</p> <p>Non-Fiction: ‘Little People, Big Dreams: Rosa Parks’ By Lisbeth Kaiser</p> <p>Poetry: Poetry by Jacqueline Woodson</p> <p>‘I have a dream’ by Martin Luther King</p>	<p>Fiction: ‘Native American Myths’ by GW Mullins</p> <p>‘The Demon Headmaster’ by Gillian Cross</p> <p>Non-Fiction: ‘The Very First Americans’ by Cara Ashrose</p> <p>Poetry: Poetry by Naomi Shihab Nye</p>	<p>Fiction: ‘The Demon Headmaster’ by Gillian Cross</p> <p>Non-Fiction ‘The Boy Who Harnessed The Wind’ by William Kamkwamba</p> <p>‘Horrible Geography: Raging Rivers’ by Anita Ganeri</p> <p>Poetry: The River by Valerie Bloom</p>	<p>Fiction: ‘Anglo-Saxon Boy’ by Tony Bradman</p> <p>Non-Fiction: Canterbury Tourist Information Leaflets</p> <p>Canterbury Cathedral Activity Book</p> <p>Poetry: Anglo Saxon Kennings</p>	<p>Fiction: ‘Anglo-Saxon Boy’ by Tony Bradman</p> <p>Non-Fiction: ‘You Wouldn’t want to be an Anglo-Saxon Peasant’ by Jacqueline Morley</p> <p>Poetry: Limericks by Edward Lear</p>

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Subsidiary Texts	<p>'There's a Pharaoh in the Bath' by Jeremy Strong</p> <p>'Flat Stanley – The Great Egyptian Grave Robbery' by S. Pennypacker</p> <p>'Cinderella on the Nile' by Marjan Vafaeian</p>	<p>'Little People, Big Dreams: Martin Luther King Jr.' by Maria Isabel and Sánchez Vegara</p>	<p>'Between Earth and Sky' by Joseph Bruchac and Thomas Locker</p>	<p>'The River: An Epic Journey to the Sea' by Patricia Hegarty</p>	<p>'Everything: Anglo-Saxons: Unearth history with facts, photos and fun!' (National Geographic Kids)</p>	<p>'Arthur – High King of Britain' by Michael Morpurgo</p>

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Decode / Word-reading Phonics Common exception words	<p>Consolidate from Year 3:</p> <ul style="list-style-type: none"> • apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. • read further exception words (some from Yr3-4 list). • apply growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet. 	<p>Introduce or practise:</p> <ul style="list-style-type: none"> • apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. • read a wide range of further exception words (Yr3-4 list and similar). • Sir Linkalot strategies to support learning of CE words. • apply growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet 	<p>Develop:</p> <ul style="list-style-type: none"> • apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. • read a wide range of further exception words (Yr3-4 list and similar). • Sir Linkalot strategies to support learning of CE words. • apply growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet 	<p>Embed:</p> <ul style="list-style-type: none"> • apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. • read further exception words (Yr3-4 list and similar). • Sir Linkalot strategies to support learning of CE words. • apply growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet 	<p>Embed:</p> <ul style="list-style-type: none"> • apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. • read further exception words (Yr3-4 list and similar). • Sir Linkalot strategies to support learning of CE words. • apply growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet 	<p>Embed:</p> <ul style="list-style-type: none"> • apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. • read further exception words (Yr3-4 list and similar). • Sir Linkalot strategies to support learning of CE words. • apply growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet

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<p>Fluency and Phrasing Reading at 90% accuracy without overt segmenting and blending. Automaticity Phrasing</p> <p>Year 3 target: 140 wpm</p>	<p>Consolidate from Year 3:</p> <ul style="list-style-type: none"> • read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding rather than decoding individual words. • read new words outside their spoken vocabulary, making a good guess at pronunciation. • when reading aloud, speak audibly and with growing fluency. • sight-read some Year 3-4 CE words. • internalise the reading process to read silently. • recite poems or songs by heart to build confidence and fluency. 	<p>Introduce or practise:</p> <ul style="list-style-type: none"> • read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding rather than decoding individual words. • sight-read a wide range of CE words (Yr3-4 list and similar). • with support, notice where commas create phrasing within sentences. • recite whole poems with growing awareness of the listener. 	<p>Develop:</p> <ul style="list-style-type: none"> • read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding rather than decoding individual words. • sight-read a wide range of CE words (Yr3-4 list and similar). • use pronunciation to support meaning, including multi-clause sentences. • recite whole poems with growing awareness of the listener. 	<p>Embed:</p> <ul style="list-style-type: none"> • read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding rather than decoding individual words. • sight-read a wide range of CE words (Yr3-4 list and similar). • use pronunciation to support meaning, including multi-clause sentences. • recite whole poems with growing awareness of the listener. • as decoding becomes more secure, become independent, fluent and enthusiastic readers. 	<p>Embed:</p> <ul style="list-style-type: none"> • read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding rather than decoding individual words. • sight-read a wide range of CE words (Yr3-4 list and similar). • use pronunciation to support meaning, including multi-clause sentences. • recite whole poems with growing awareness of the listener. • as decoding becomes more secure, become independent, fluent and enthusiastic readers. 	<p>Embed:</p> <ul style="list-style-type: none"> • read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding rather than decoding individual words. • sight-read a wide range of CE words (Yr3-4 list and similar). • use pronunciation to support meaning, including multi-clause sentences. • recite whole poems with growing awareness of the listener. • as decoding becomes more secure, become independent, fluent and enthusiastic readers.

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Literal Understanding and Retrieval. Vocabulary Characters Settings Events Information Justify using text	Consolidate from Year 3: <ul style="list-style-type: none"> retrieve facts and information where question words and text language vary: where the literal answer is somewhat hidden in the vocabulary used. scan for alternative synonyms and phrases. locate and discuss words and phrases they find interesting. ask questions to improve their own understanding. 	Introduce or practise: <ul style="list-style-type: none"> regular short skimming activities. regular short scanning activities. regular text marking activities. retrieve information across a whole text as well as at a local level. skim a whole text to select which paragraph an answer may be located in. scan a paragraph or section to retrieve information they need. begin to use the text to support an answer. 	Develop: <ul style="list-style-type: none"> skim a whole text to select which paragraph an answer may be located in. scan a paragraph or section to retrieve information they need. retrieve information across a whole text as well as at a local level. use relevant quotes to support answers to questions. scan for alternative synonyms and phrases. locate and discuss words and phrases they find interesting. ask questions to improve their own understanding. 	Embed: <ul style="list-style-type: none"> skim a whole text to select which paragraph an answer may be located in. scan a paragraph or section to retrieve information they need. retrieve information across a whole text as well as at a local level. use relevant quotes to support answers to questions. scan for alternative synonyms and phrases. locate and discuss words and phrases they find interesting. ask questions to improve their own understanding. 	Embed: <ul style="list-style-type: none"> skim a whole text to select which paragraph an answer may be located in. scan a paragraph or section to retrieve information they need. retrieve information across a whole text as well as at a local level. use relevant quotes to support answers to questions. scan for alternative synonyms and phrases. locate and discuss words and phrases they find interesting. ask questions to improve their own understanding. 	Embed: <ul style="list-style-type: none"> skim a whole text to select which paragraph an answer may be located in. scan a paragraph or section to retrieve information they need. retrieve information across a whole text as well as at a local level. use relevant quotes to support answers to questions. scan for alternative synonyms and phrases. locate and discuss words and phrases they find interesting. ask questions to improve their own understanding.

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Inferential Understanding (higher order skills) Nuanced vocabulary Prediction Sequencing events Analysis Summary	Consolidate from Year 3: <ul style="list-style-type: none"> with support, identify themes across a text. draw inferences about characters' feelings, thoughts or motives for their actions. predict what might happen from implied details or from other stories they know. use dictionaries to check meanings of new vocabulary. use a thesaurus to find synonyms. 	Introduce or practise: <ul style="list-style-type: none"> identify themes across texts. draw inferences about characters' feelings, thoughts or motives for their actions (I know this because questions). justify inferences with textual evidence. predict what might happen from implied details. use dictionaries with growing independence to define new vocabulary. explain words and phrases to explore meanings in context. write a brief summary of main points. highlight key information and record it in bullet points, diagrams, maps etc. justify predictions using evidence from the text. 	Develop: <ul style="list-style-type: none"> identify themes across texts. draw inferences about characters' feelings, thoughts or motives for their actions (I know this because questions). justify inferences with textual evidence, using more than one piece of evidence. predict what might happen from implied details. use dictionaries with growing independence to define new vocabulary. explain words and phrases to explore meanings in context. write a brief summary of main points. highlight key information and record it in bullet points, diagrams, maps etc. justify predictions using evidence from the text. 	Embed: <ul style="list-style-type: none"> identify themes across texts. draw inferences about characters' feelings, thoughts or motives for their actions (I know this because questions). justify inferences with textual evidence, using more than one piece of evidence. predict what might happen from implied details. use dictionaries with growing independence to define new vocabulary. explain words and phrases to explore meanings in context. write a brief summary of main points. highlight key information and record it in bullet points, diagrams, maps etc. justify predictions using evidence from the text. 	Embed: <ul style="list-style-type: none"> identify themes across texts. draw inferences about characters' feelings, thoughts or motives for their actions (I know this because questions). justify inferences with textual evidence, using more than one piece of evidence. predict what might happen from implied details. use dictionaries with growing independence to define new vocabulary. explain words and phrases to explore meanings in context. write a brief summary of main points. highlight key information and record it in bullet points, diagrams, maps etc. justify predictions using evidence from the text. 	Embed: <ul style="list-style-type: none"> identify themes across texts. draw inferences about characters' feelings, thoughts or motives for their actions (I know this because questions). justify inferences with textual evidence, using more than one piece of evidence. predict what might happen from implied details. use dictionaries with growing independence to define new vocabulary. explain words and phrases to explore meanings in context. write a brief summary of main points. highlight key information and record it in bullet points, diagrams, maps etc. justify predictions using evidence from the text.

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Respond to Text Effect of Vocabulary Explanation Evaluation Authorial Effect and Intent Comparing and Contrasting Discussion and Viewpoint	Consolidate from Year 3: <ul style="list-style-type: none"> develop positive attitudes to reading by listening and discussing wide range of fiction, poetry, plays and non-fiction books. participate in discussions about texts. retell some familiar stories orally. discuss words that capture their interest. 	Introduce or practise: <ul style="list-style-type: none"> develop positive attitudes to reading by listening and discussing wide range of fiction, poetry, plays and non-fiction books. increase awareness of authorial choice. identify how language, paragraph structure and layout contribute to meaning. 	Develop: <ul style="list-style-type: none"> develop positive attitudes to reading by listening and discussing wide range of fiction, poetry, plays and non-fiction books. increase awareness of authorial choice. identify how language, paragraph structure and layout contribute to meaning. 	Embed: <ul style="list-style-type: none"> develop positive attitudes to reading by listening and discussing wide range of fiction, poetry, plays and non-fiction books. increase awareness of authorial choice. identify how language, paragraph structure and layout contribute to meaning. 	Embed: <ul style="list-style-type: none"> develop positive attitudes to reading by listening and discussing wide range of fiction, poetry, plays and non-fiction books. increase awareness of authorial choice. identify how language, paragraph structure and layout contribute to meaning. 	Embed: <ul style="list-style-type: none"> develop positive attitudes to reading by listening and discussing wide range of fiction, poetry, plays and non-fiction books. increase awareness of authorial choice. identify how language, paragraph structure and layout contribute to meaning.