

Bishop's Primary Academy Reading Progression Framework – Year 4

Year 4	Word Reading	Comprehension
Ongoing, in school provision and approaches	<ul style="list-style-type: none"> ❖ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ❖ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ○ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ○ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Phase 1	<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 correspondences between spelling and sound, and where these occur in the word <ul style="list-style-type: none"> ❖ Correctly read the 200 HFW ❖ Correctly read and identify syllables in words: stressed and unstressed vowels. ❖ Read and understand the different meanings of homophones e.g. accept/except, affect/effect 	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ○ Reading books that are structured in different ways and reading for a range of purposes <ul style="list-style-type: none"> ▪ Use features to locate information, e.g. contents; indices; subheadings ▪ Use select and read books that are structured in different ways for the appropriate purposes ○ Using dictionaries to check the meaning of words that they have read ○ Identifying themes and conventions in a wide range of books <ul style="list-style-type: none"> ▪ Make relevant links to other known texts or personal experience ▪ Recognise themes and conventions in age-appropriate texts, such as bullying, or the use of 'the power of 3' (wishes, characters, e.g. the king's 3 sons etc.) in fairy stories and folk tales ▪ Recognise the use of appropriate subheadings to guide the reader in non-fiction ○ Discussing words and phrases that capture the reader's interest and imagination <ul style="list-style-type: none"> ▪ Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and explain the effect on them as a reader ○ Recognising some different forms of poetry [for example, free verse, narrative poetry] • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ○ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <ul style="list-style-type: none"> ▪ Read independently, using known strategies appropriately to establish meaning ▪ Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context ▪ Discuss understanding as it develops and explain the meaning of words in context ▪ Locate information using skimming, scanning and text marking ▪ Use dictionaries to check the meaning of words they have read ○ Asking questions to improve their understanding of a text ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> ▪ Make, predominantly, correct inferences, e.g. inferring characters' feelings, thoughts and motives from their actions ○ Predicting what might happen from details stated and implied <ul style="list-style-type: none"> ▪ Make plausible predictions based on knowledge of the text ○ Identifying main ideas drawn from more than one paragraph and summarising these <ul style="list-style-type: none"> ▪ Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text ○ Identifying how language, structure, and presentation contribute to meaning <ul style="list-style-type: none"> ▪ Discuss how language used has an effect on the reader • Retrieve and record information from non-fiction <ul style="list-style-type: none"> ▪ Recognise fact and opinion
	Phase 2	<ul style="list-style-type: none"> ❖ Continue to read longer words, testing out different pronunciations ❖ Match what they decode to words they may have already heard but may not have seen in print ❖ Read and identify French roots in words e.g. chef, chalet, machine, brochure, league, tongue, unique, ❖ Read and understand apostrophe use, including use for possession with plural nouns and those ending in 's'
Phase 3	<ul style="list-style-type: none"> ❖ Read alternative phonemes for ou grapheme (young, touch, double, trouble, country) ❖ Read words from compulsory Year 3/4 spelling list with unusual GPC e.g. answer, build, breath, breathe, believe, caught ❖ Read and identify classical roots in words e.g. Greek: scheme, chorus, chemist, echo, Latin: science, scene, discipline, fascinate 	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ Draw on growing knowledge of authors • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ▪ Begin to discuss the effect that language, structure and presentation have on the reader ▪ Notice and discuss the author's choice and order of content linked to purpose. For example: <ul style="list-style-type: none"> ▪ Why has the author started the story in the middle of the events? ▪ Why has the author included that the Vikings created beautiful jewellery?