Cold Harbour C of E Primary School - Reading Progression
All children develop pleasure in reading and motivation to read.

Year 4 Level 4	Book Band/Lexile Level	AF1 – use a range of strategies, including accurate decoding of text, to read for meaning	AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 – deduce, infer or interpret information, events or ideas from texts.	AF4 – identify and comment on the structure and organisation of texts, inc. grammatical and presentational features at text level.	AF5 – explain and comment on writer's use of language, inc. grammatical and literary features at word and sentence level.	AF6 – identify and comment on writer's purposes and viewpoints, and the overall effect of the text on the reader.	AF7 – relate texts to their social, cultural and historical traditions.
Year 4 Autumn 1 4b 19-20 WCR- Stig of the Dump/ extracts for Y3	Dark Blue 725-750	• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet •a natural reading voice is now formed using intonation, expression, fluency and pace throughout the process with confidence and efficiency shown in overcoming any unfamiliar words using strategies independently *read to self independently	• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these efficiently	• confidently and effectively drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• listening to and discussing a wide range of fiction, poetry and plays • reading books that are structured in different ways and reading for a range of purposes and commenting on the differences and similarities identified.	• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying further themes and conventions in a wide range of books, link to prior themes/conventions found in reading e.g. how is this similar to the texts we studied in Y3/y2? • locate and discuss words and phrases that capture the reader's interest and imagination e.g. what words/phrases caught your attention? Why do you think they did that? Do you think this is what the author intended?		

Year 4 **Autumn 2** **4b+** **19-20 WCR-** **Stig of the Dump**	Dark Blue **725-750**	•reading voice is developed by encouraging reading aloud to others e.g. reading picture books to younger children	• use self-help strategies efficiently to check that text makes sense to them • competently use new words acquired from text in other contexts e.g. in writing	• deepen skill of prediction using specific details stated and implied and clarify reasoning for such predictions e.g. What challenges do you think the character might face? What clues from the text help you to make your prediction?		• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry	• identify and compare how language, structure, and presentation contribute to meaning e.g. look at two poems within same theme, explore different approaches of poets and how it alters meaning	• further develop thinking about themes and conventions in books by comparing characters, events, scenarios, motives, thoughts and feelings to personal social experiences and cultural traditions
Year 4 **Spring 1** **4w** **19-20- WCR** **Text extracts**	Dark Red **750-775**	• increasingly apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet •experiment with reading voice in different scenarios and reading a variety of genres aloud	• locate, retrieve and record information from non-fiction using organisational features independently • use glossaries confidently and independently to check meaning on new words in context •summarise key learning from non-fiction texts across more than one page	• interpret information presented in a range of formats e.g. diagrams, tables, using evidence to support given answers e.g. who wrote this? What evidence do you have to support this?	listening to and discussing a wide range of non-fiction and reference books or textbooks and consider the purpose of reading material, making choices between which texts are most useful for different purposes	• consolidate and build habitual skill of using dictionaries to check the meaning of words that they have read	•Compare and contrast author choices for presentation of text e.g. which extract tells you the information in the most efficient way?	•make further links in learning from non-fiction texts to social and cultural experiences and make comparisons
Year 4 **Spring 2** **4w+** **19-20- WCR** **Text extracts**	Dark Red **750-775**	*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	•readily and confidently asking questions to improve their understanding of a text • retrieve and record information/answer to questions from texts by navigating and locating answers from	• continue to draw further inferences by making links to knowledge of the author and genre, justifying inferences with evidence. E.g. Why is ____important in the story? Is this consistent with this genre?				•Discuss, compare and reflect on story plots and character depictions to personal, social experiences e.g. Have you ever been in this situation? What would you do if you were in his/her shoes?

			multiple pages of text.					
Year 4 Summer 1 4s 19-20- WCR Text linked to WW2 TBC. Local history Bletchley Park	(colour book band ends) **775-800**	*confidently and efficiently read further exception words, strive to develop speed with recognition of all exception words in texts. *develop pace when reading to self and know to self-correct and not omit errors when reading independently but find strategies to solve reading problems.	• show a deeper understanding of retrieval of specific information e.g. find a phrase that describes the way the character felt when… • reflect on word meanings and compare to other texts e.g. which word tells you that these characters in different books experienced the same thing? •continue to perfect increasing accuracy in retrieval by unpicking specific details e.g. answering true/false questions, identify who? Who spoke to? How many..?	• further develop inference and prediction using existing knowledge of characters and begin to understanding character development in stories e.g. I think this..because I know that this character is developing… • make calculated predictions based on knowledge of author style e.g. I think this..because I know that this author tends to… = and genre conventions	•review, compare and reflect on presentational style and grammatical choices across books. E.g. compare two versions of the same text and evaluate language choices made and discuss preferences as a reader/writer		• consider the viewpoints for the text being read e.g. what is the writer's viewpoint? What does the writer want to persuade you to do/think/believe? How have they tried to do this? What was the overall effect on the reader?	
Year 4 Summer 2 4s+	**800-825**	read confidently, efficiently a range of texts, showing mastery of reading voice to read aloud to others a variety of genres, in a range of situations.	confident and skilful navigation of a range of texts to unpick specific details and compare to other texts	infers and deduces confidently using a range of evidence strategies e.g. knowledge of character, author and genre				