Year 4 Reading Progression Document

Decoding & Reading Fluency

- I can use **my knowledge** of a range of **root words, prefixes and suffixes** to identify the mea of unfamiliar words with minimal impact on the fluency of reading across a wide range of texts
- I can use my **understanding** of unusual spelling–sound correspondences to choose the most appropriate pronunciation of a word (From the Year 4 list).
- I can tell if my reading of age-appropriate texts **makes sense**. I **can self-correct** when I misread and I can discuss the meaning of new or unusual words in context
- I can read all **Y3/Y4 exception words**, discussing the unusual correspondences between spelling and these occur in the word.

VOCABULARY, GRAMMAR & STRUCTURE- Authorial Choice

- I can use, select and read books that are **structured** in **different** ways for the appropriate purposes. **2f**
- I can identify **words or phrases** that **interest, inspire or intrigue** me from my reading. I can say why, explaining their effect on me as a reader. **2a 2b 2d 2g**
- I can identify **distinctive language, structural and presentational features** in my reading of age-appropriate texts and demonstrate understanding of how these help the reader draw meaning from the text. **2a 2b 2d 2f 2g 2h**
- I can discuss how **vocabulary** is used to capture readers' interest and imagination. **2a 2b 2d 2g**
- I can recognise the **stages of a story**: introduction – build up – climax or conflict – resolution; appreciate that chronology does not always run smoothly e.g. some events are skimmed over, others are told in more depth. **2f 2h**
- I can identify how the author has built a **believable character**- using expanded noun phrases & possessive pronouns & possessive apostrophes, through the character's actions & speech & how other characters respond to them. **2a, 2b, 2d,2g**
- I can identify and discuss how **authors develop settings** using adjectives and **figurative language** to evoke time, place and mood. **2a, 2b, 2d,2g**
- I can identify how the author has avoided **repetition**. **2b 2f 2g 2h**
- I can identify how the author uses fronted adverbials to **introduce or connect** paragraphs. **2b 2g**
- I can identify how **complex sentences** are used to provide more detail or to increase the pace of a story.**2b 2f 2g**
- I can comment on the use of **similes, metaphors, alliteration, onomatopoeia** and expressive language to create images, sound effects and atmosphere. **2a, 2b, 2d,2g**
- I can **analyse a range of persuasive texts** to identify **key features** e.g. letters to newspapers, discussions of issues such as environmental. **2b 2f 2g**
- I can analyse how an **author convincingly presents a point of view** e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images can be used to support or re-inform arguments. **2b 2f 2g**
- In **Non-fiction writing**, I can identify how the author has **sequenced** the text to make it easy for the reader to follow.**2b 2f 2g**

RETRIEVAL, INFERENCE, PREDICTION, EXPLAIN, SUMMARISE & COMPARE

- I can **listen attentively and participate in** discussion about a wider range of **longer** and more challenging fiction, poetry, plays, non-fiction and reference books expressing my views and preferences, justifying them by reference to the text. **2c2f 2h**
- I can **discuss my reading** of age-appropriate texts in groups and the whole class, following agreed class rules for group talk (turn taking and listening). **2c2f 2h**
- I can accurately **retell** a wide range of age-appropriate fairy stories, myths and legends. I can provide detail which is interesting and appropriate. **2f 2h**
- I can independently identify and discuss some **themes and conventions** in different age-appropriate books.**2f 2h**
- I can **discuss and compare texts** from a wide variety of genres and writers. **2f 2h**
- I can **draw inferences** from characters' feelings, thoughts and motives that justifies their actions,

	supporting my view with evidence from the text. **2b 2d 2g**
•	I can use **experience of similar texts** to **predict** what might happen next, identifying clues the writer has planted for the reader **2e**
•	I can **justify predictions** from details stated and implied. **2e**
•	I can identify main ideas drawn from more than one paragraph and summarise these. **2c**
•	I can independently **use a dictionary** to check the meaning of words encountered in reading
•	I can use the **specific features of non-fiction** texts on paper and on screen to answer questions. **2b 2f**
•	To use all of the **organisational devices** available within a non- fiction text to retrieve, record and discuss information **2b 2f**
•	I can **identify questions** to be answered beforehand when reading non-fiction texts.
•	I can confidently identify and name some **different forms of poetry** and describe their features
•	I can prepare and **perform poems and play scripts** with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.