



Progression of Key Reading Skills- Year 4

Aspect of Reading	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none">✓ I know that phonics is one strategy to read unfamiliar words.✓ I know when phonic strategies will help to read a word and when they will not.✓ I can use knowledge of root words to help read unfamiliar words.✓ I can use root words to help understand the meaning of unfamiliar words.✓ I can use knowledge of learned prefixes and suffixes to help read unfamiliar words.✓ I can use prefixes and suffixes to help understand the meaning of unfamiliar words.	<ul style="list-style-type: none">✓ I can apply knowledge of root words, prefixes and suffixes to help read aloud and to understand the meaning of unfamiliar words.✓ I know that many words may have a similar pronunciation but may be written differently.✓ I know that some of these are unusual.✓ I can use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.✓ I know that unfamiliar words can be read by using knowledge of known similar words (analogy).✓ I can use analogy drawing on the pronunciation of similar known words to read others	

Reading with Understanding

- ✓ I can frequently empathise with a character.
- ✓ I can identify the main idea/s of a text.
- ✓ I know that the main idea of a text can be summarised in a sentence.
- ✓ I know that many books have themes. I can discuss the possible theme/s in books. I can identify a theme in a book. I know that the organisation and layout of books vary according to the purpose of the book.

- ✓ I understand that a reader needs to interact with a text to understand it fully.
- ✓ I can check understanding in any book or text read.
- ✓ I actively seek the meaning of any words or language not understood.
- ✓ I ask questions to ensure understanding of a text.
- ✓ I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.
- ✓ I understand that a writer wants the reader to respond in a certain way.
- ✓ I can explain how the writer made sure of the reader's response, using evidence from the text.
- ✓ I can compare with others' personal responses to a text.
- ✓ I can understand why a character acted, responded or felt in a certain way.
- ✓ I can make predictions based on the text and from knowledge from other books.
- ✓ I can identify the main idea from paragraphs in a text.
- ✓ I can summarise the main idea of a text in a sentence.
- ✓ I can find evidence which shows what the theme is in a book.

- ✓ I ask questions to deepen understanding of a text – between and beyond the lines.
- ✓ I can find where the writer has written to make the reader respond in a certain way.
- ✓ I can adapt my own response in the light of others' responses.
- ✓ I understand why a writer wanted the character to respond in a certain way.
- ✓ I can infer meaning using evidence from events, description and dialogue.
- ✓ I can make connections with books with similar themes.
- ✓ I can skim to find specific information on a page or in a paragraph.
- ✓ I can scan a page or paragraph to find key words or information.

- ✓ I can explain why the evidence shows what the theme is.
- ✓ I can use the organisation and layout of a book to find specific information.
- ✓ I can record key words or information found

Reading for pleasure

- ✓ I know that there is a range of narrative stories.
- ✓ I can discuss the range of narrative stories introduced so far and consider differences and similarities.
- ✓ I can understand that these have different plot patterns.
- ✓ I know that the plot develops in different ways according to the plot pattern.
- ✓ I can use a dictionary to check or find the meaning of new words.
- ✓ I can find similarities in the books read.
- ✓ I can understand that writers open stories in different ways.

- ✓ I can understand that a writer can use patterned language for effect.
- ✓ I can find examples of patterned language for effect.
- ✓ I can identify words and language that show the setting of a book – historical, cultural or social.
- ✓ I know that writers choose words and language to show atmosphere, mood or feelings.
- ✓ I can find words and language in my reading that writers have used to show atmosphere, mood or feelings.
- ✓ I can identify different openings in different books and compare different story openings.

- ✓ I explain how the writer has used words and language to show the setting of a book.
- ✓ I can explain how the words and language used show atmosphere, mood or feelings.
- ✓ I can explain why a writer has chosen specific words and language to create mood, atmosphere or feelings.
- ✓ I can record words and language from reading to use in their writing.
- ✓ I can find similarities in the use of language and openings in books experienced.

Reading for Pleasure- Non Fiction

- ✓ I choose a specific non-fiction book for a specific purpose.
- ✓ I can identify any words that are unfamiliar to them.
- ✓ I can use dictionaries to check or find the meaning of unfamiliar words.

- ✓ I know where to find the specific information needed in a book.
- ✓ I know how to use a non-fiction book to find identified information.
- ✓ I can discuss the meaning of the unfamiliar words identified.

Reading for Pleasure-Poetry

- ✓ I know that there are different forms of poetry.
- ✓ I know that words and language in poems create effects.

- ✓ I recognise and name different types of poems which have been introduced to them.
- ✓ I can explain the effect created by the poet's choice of words and language.
- ✓ I know that poems may have patterned language.
- ✓ I can find examples of patterned language in the poems read.
- ✓ I can explain the effect of patterned language in poems and why a poet might use it.
- ✓ I can understand that the meaning of poems can be enhanced through performance.
- ✓ I enjoy watching performances of poems.

- ✓ I discuss how the meaning of a poem is enhanced through performance.
- ✓ I can identify that intonation, tone, volume and action can be used to enhance meaning.
- ✓ I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.