

Autumn 1 Charlie and the Chocolate Factory	Autumn 2 The Explorer	Spring 1 Non-Fiction Meet the Romans	Spring 2 The Mysteries of Harris Burdick	Summer 1 Mark of the Cyclops	Summer 2 The Boy at the Back of the Class
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Reading Progression Document – Year 4

Autumn 1

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	x	I read all common exception / tricky words and I can see what makes them tricky.	
checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	x	I notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information	
identifying main ideas drawn from more than one paragraph and summarising these	x	I scan text to find key words and phrases. I am starting to skim read in order to get a sense for a piece of text.	
identifying main ideas drawn from more than one paragraph and summarising these	x	I can picture characters, settings and events to help me understand a text I recognise when the picture in my head may be wrong.	
identifying main ideas drawn from more than one paragraph and summarising these	x	I make connections across different sentences I read and say them back in my own words using working memory.	
preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	x	I read aloud and perform poems and play scripts showing my understanding through intonation, tone, volume and actions.	

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### Autumn 2

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
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	x	I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression	
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	✓	I break words into different sized chunks, including syllables, to decode unknown words	
checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	✓	I re-read sentences from the beginning if I stopped to decode a difficult word to maintain fluency, sense and understanding.	
identifying how language, structure, and presentation contribute to meaning	x	I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, fluency and understanding. I can scan ahead to spot punctuation that is coming.	
identifying how language, structure, and presentation contribute to meaning	x	I use prepositions in adverbials and expanded noun phrases to help to build pictures in my head	
identifying how language, structure, and presentation contribute to meaning	x	I can identify expanded noun phrases (including determiners and prepositions) within a text and I can use this to add detail to the picture in my head.	

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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	✓	I use what I know about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary. I can replace a word with a different word to help me to understand it. If I don't understand a word, I read the sentences around it to help me. I explain the meaning of words in context	
using dictionaries to check the meaning of words that they have read	x	I ask about the meanings of words I don't understand I use dictionaries to check the meaning of words I have read.	
discussing words and phrases that capture the reader's interest and imagination	x	I am beginning to understand why authors have chosen particular words and phrases over alternative options.	

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### Spring 1

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identifying main ideas drawn from more than one paragraph and summarising these	✓	I identify main ideas taken from more than one paragraph and summarise these in own words	
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	x	I can retell the gist of what I have read in my own words, showing understanding of inferences	
identifying how language, structure, and presentation contribute to meaning	x	I identify how language, structure and presentation contribute to meaning and can recognise the different features of non-fiction text types.	
retrieve and record information from non-fiction	x	I find and record information from non-fiction texts and use the different organisational features to help me navigate my way around a page efficiently.	

### Spring 2

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
recognising some different forms of poetry [for example, free verse, narrative poetry]	x	I recognise different forms of poetry and stories.	
identifying how language, structure, and presentation contribute to meaning	✓	I can visualise based on noun phrases, verbs and adjectives to build a moving picture.	
checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	✓	I check the text makes sense to me and re-read it when it does not make sense.	

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### Summer 1

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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	✓	I read with fluency, seeing the words that go together in phrases within sentences, scanning ahead while reading to see what is coming.	
predicting what might happen from details stated and implied	x	I make sensible predictions about what might happen from details that are stated and implied and change my predictions in the light of new information.	
identifying themes and conventions in a wide range of books	x	I can find evidence from the text to help me to show my understanding	
identifying themes and conventions in a wide range of books	x	I identify themes, structures and some purposes in a wide range of books.	
identifying how language, structure, and presentation contribute to meaning	x	I can track a wider range of pronouns in reading to help me to understand the text.	

### Summer 2

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
reading books that are structured in different ways and reading for a range of purposes	x	I can read in my head	
participate in discussion about both books that are read to them and those they can read for themselves,	x	I use past experiences, what I have previously read and what I know about to support my	

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taking turns and listening to what others say.		understanding	
asking questions to improve their understanding of a text	x	I ask questions and wonder to improve my understanding of a text	
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	✓	I find evidence from the text to help me to support inferences I make inferences such as inferring characters' feelings, thoughts and motives from their actions	
listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	x	I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays and make recommendations to others.	
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.	x	I understand what I read in books and can discuss this, expressing opinions and giving evidence for this.	
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.	x	I can recognise and name some authors and poets that I like and am beginning to make connections between them	