



Widmer End CC School Progression of Skills in Reading

Year 4					
Word Reading					
Pupils can:					
<ul style="list-style-type: none">• Apply their growing knowledge of root words, prefixes and suffixes 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• Test out different pronunciations, attempting to match what they de-code to words they may have already heard but may not have seen in print					
RETRIEVE	INTERPRET	CHOICE	VIEWPOINT	PERFORM	REVIEW
Understand, summarise, retrieve and record information from texts, including non-fiction.	Deduce, infer or predict information, events or ideas from text, justifying using the text.	Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.	Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	Show understanding through intonation, tone, volume and action when performing poems and play-scripts.	Discuss books read independently and as a group, justifying their views.
Comprehension – Understanding reading <ul style="list-style-type: none">• Identify themes and conventions in a wide range of books• Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• Identify main ideas drawn from more than one paragraph and summarise these• Predict what might happen from details stated and implied• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• Identify how language, structure, and presentation contribute to meaning- including size/style of print, use of adjectives and verbs words/ phrases, and negative / positive words choice and their impact• Consider words and phrases that capture the reader's interest and imagination• Use dictionaries to check the meaning of words that they have read			Non-Fiction <ul style="list-style-type: none">• Retrieve and record information from non-fiction• Use contents pages and indexes to locate information• Comments on the organisation of texts including use of bullet points and other organisational devices		

Reading Behaviour

Pupils can:

Discuss, explain and evaluate

- Retelling some fairy stories, and myths and legends orally
- 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
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Ask questions to improve their understanding of a text
- Exercise choice in selecting books

Range and Reading Habits

- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Recognise some different forms of poetry e.g. for example, free verse, narrative poetry
- Read books that are structured in different ways and read for a range of purposes

VIPERS - Suggested question stems for whole class reading					
Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
<ul style="list-style-type: none"> What do the words ... and ... suggest about the character, setting and mood? Which word tells you that? Which keyword tells you about the character / setting / mood? Find one word in the text which means... Find and highlight the word that is closest in meaning to ... Find a word or phrase which shows /suggests that 	<ul style="list-style-type: none"> Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of ... show that they are ? How can you tell that? What impression of do you get from these paragraphs? What voice might these characters use? What was ... thinking when ...? Who is telling the story? 	<ul style="list-style-type: none"> From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<ul style="list-style-type: none"> Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What effect does have on the audience? How does the author engage the reader here? Which words and phrases are used effectively? Which section was the most interesting / exciting part? How are these sections linked? 	<ul style="list-style-type: none"> How would you describe this story / text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did ...? What happened to ... ? What does ... do? What can you learn about ... from this section? Give one example of The story is told from whose perspective? 	<ul style="list-style-type: none"> Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening / middle / end of the story? In what order do these events come in the chapter?