

Year 4 Knowledge and Progression Document- Reading

Working Towards Expected Standard	At Expected Standard	Greater Depth
<p>Retrieve and record information from non-fiction over a wide range of subjects</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</p> <p>Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read</p> <p>Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these</p> <p>Understand what he/she reads independently by asking questions to improve his/her understanding of texts of increasing complexity</p> <p>Understand what he/she reads independently by predicting what might happen from details stated and implied</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-,</p>	<p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context</p> <p>Understand what he/she reads independently by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text</p> <p>Ask reasoned questions to improve his/her understanding of a text</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by</p>



	<p>super-, anti-, auto-, -ation, -ous; (English Appendix 1)</p> <p>Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1</p>	<p>identifying themes and conventions in a wide range of books</p> <p>Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials</p>
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Retrieve Interpret Choice Perform Viewpoint/ Review Word Reading