



William Martin Schools and Nursery & St James' Church of England Primary School



Year 4 Reading Progression

KPIs from Year 3 that will need to be covered in addition to the Year 4 curriculum:

<p>Read words with letter strings: -sure, sion, Read words with the following graphemes: y (myth), ch (chemist), ch (machine), gue (league), que (unique), ei/eigh/ey (weight)</p> <p>Read most words from the statutory spelling list for yr 3</p>	<p>Draw inferences such as the characters feelings, thoughts and motives from their actions. Justify inferences with evidence.</p>	<p>Summarise the main ideas from more than one paragraph.</p>	<p>Make likely predictions about what might happen from details stated and implied</p>
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KPIs are written in **red**.

Assessment period	Year 4	
	Decoding and Fluency	Comprehension
Autumn	<p>Apply their knowledge of some taught root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read some words from the Yr4 statutory word list.</p> <p>Use some other strategies to read unfamiliar words eg: reading ahead, similar words, pictures, what word makes sense, syllabification</p>	<p>Use dictionaries to check the meaning of words they have read.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Show understanding of plays and poems through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest.</p>
Spring	<p>Apply their knowledge of many taught root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read many words from the statutory spelling list for yr 4</p> <p>Use intonation when reading to indicate questions, exclamations and direct speech.</p>	<p>Check the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives for their actions, justifying them with evidence from the text</p>
Summer	<p>Apply their knowledge of most taught root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read most words from the statutory spelling list from yr 4</p> <p>Read a passage (1-2 paragraphs) with appropriate expression: pausing at full stops and re-starting after a capital letter; using intonation to indicate questions, exclamations and direct speech; adopting an appropriate tone of voice to match the meaning of speech verbs pausing at commas</p>	<p>Identify the main ideas from more than one paragraph and summarise these.</p> <p>Make likely predictions about what might happen from details stated and implied</p> <p>Explain how simple organisational features (subheadings, captions, labels, paragraphs, bullet points, diagrams), language and presentation help the reader understand</p>



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Guidance for Assessing Comprehension	<p>Comprehension skills will develop over time and through exposure to a wide range of texts. Therefore, at the end of each term you will need to review each pupil's achievements based upon the evidence you have from your English lessons and taught reading sessions.</p> <p>Use the following criteria as a guide for each term:</p> <p>Autumn: Pupil has made a good start towards achieving these objectives. They are able to demonstrate some of them independently and with increasing confidence.</p> <p>Spring: Pupil has continued to develop their comprehension skills successfully and is now able to demonstrate many of these objectives independently and with increasing confidence.</p> <p>Summer: Pupil is able to demonstrate all of the KPIs independently and has shown that they can apply these skills with some success in a test situation.</p>
Guidance for Assessing Greater Depth	<p>Pupils may be awarded greater depth if they confidently meet all of the criteria for decoding and fluency, and are reading texts at a higher level than would be age-related. They must also meet all of the Year 4 criteria for comprehension with increasing confidence and have demonstrated the ability to do this independently, in a test for example.</p>
Sources of evidence	<p><u>Decoding and Fluency</u> Are they reading age appropriate reading books? Individual reading test of focus words Strategies used in guided reading Hear children read individually Set children task of reading a passage to themselves and then ask them to re-read it to you</p> <p><u>Comprehension</u> Teach, model, practise then set pupils similar task ('test') based on same objective, different text. Use existing test material Guided/focused reading teaching sessions Discussions about class novel Individual conversations with pupils regarding their choices of reading book Pupils' contributions to English lessons</p>