

Reading Progression of Skills Year 4

Decoding/ Word-reading >2000 words	Inferential Reading	Fluency and Phrasing * 140 wpm	Literal Understanding & Retrieval	Response to Text
<ul style="list-style-type: none"> Children apply their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet. They read a wide range of exception words (Y3-4 list and similar). As decoding becomes more secure, children should become independent, fluent and enthusiastic readers. 	<ul style="list-style-type: none"> With growing confidence, gathering experience from texts, children learn to - identify themes across the text; draw inferences such as inferring characters' feelings, thoughts and motives for their actions; justify their inferences with textual evidence, as a familiar exercise; predict what might happen from implied details. In support of inference skills, children use dictionaries with growing independence, to define new vocabulary; they discuss and explain words and phrases to explore meanings in context. 	<p>Children learn to:</p> <ul style="list-style-type: none"> read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words; sight-read a wide range of exception words (Y3-4 list and similar); with support, notice where commas create phrasing within sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences; recite whole poems with growing awareness of the listener; as decoding becomes more secure, become independent, fluent and enthusiastic readers. <p>*Reading speeds are approximate guides to average words per minute; pace of reading is only one indicator of fluency.</p>	<ul style="list-style-type: none"> Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity; they work with texts of increasing length, to retrieve information across the whole text as well as at a local level; Children can skim a whole text first to select which paragraph or section of text an answer may be located in; they then scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary. 	<ul style="list-style-type: none"> With <i>growing confidence</i>, and <i>gathering experience from a wider range of texts</i>, children build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books; they listen to others; develop their familiarity with texts including myths and legends; retell some of these orally; <i>with increasing awareness of authorial choice</i>, discuss words and phrases which capture their interest; identify how language, <i>paragraph structure</i> and <i>layout</i> contribute to meaning.