

## Moor First School – Progression in Reading Y4

Green C beginning beginning+ developing	Green B developing+ secure secure+	Green A greater depth 1 greater depth 2 greater depth 3
Generally reads fluently, decoding most new words, beginning to read further exception words.	<p><b>Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.</b></p> <p><b>Reads further exception words, noting the usual correspondences between spelling and sound where these occur in the word.</b></p>	<i>Reads a wider of challenging texts that are above chronological age with fluency and understanding.</i>
<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <p>Reading accurately at speed with appropriate intonation and re reads passage to ensure understanding.</p> <p>Reading and re reading a variety of texts around known authors.</p> <p>Uses contents page in non- fiction text to retrieve information and can use the index with support.</p> <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> <li>- Recognising themes in stories such as good v evil and journeys.</li> <li>- Identifying text types and their conventions (newspaper headlines, letters)</li> <li>- Predicting what might happen from specific details implied such as a character's feelings.</li> <li>- With support can discuss how an author has used key phrases to create an effect.</li> </ul> <p><b>Y4 Autumn expected = green beginning</b></p> <p><b>Y4 Spring expected = green developing</b></p> <p><b>Y4 Summer expected = green secure</b></p>	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> <li>- <b>Confidently reading aloud and performing with clear intonation to show understanding.</b></li> <li>- <b>When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases.</b></li> <li>- Reading books that are structured in different ways and reading for a range of purposes.</li> <li>- Beginning to choose from a wider range of books including new authors not previously chosen.</li> <li>- Widening the recognition of a variety of genre such as first person writing for diaries and numbering for instructions.</li> </ul> <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> <li>- Discussing the style and type of vocabulary used by the author to support comprehension of texts.</li> <li>- <b>Identifies main ideas drawn from more than one paragraph and summarises these.</b></li> <li>- <b>Drawing inferences from characters feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text.</b></li> <li>- <b>Justifying predictions with evidence from the text.</b></li> <li>- <b>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</b></li> </ul> <p><b>Uses dictionaries to check the meaning of words they have read.</b></p> <p><b>Confidently records and retrieves information from non-fiction using contents and indexes.</b></p> <ul style="list-style-type: none"> <li>- Recognising an increasing range of different forms of poetry.</li> </ul>	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> <li>- Reading silently with increasing stamina and appraises the text.</li> <li>- Shows awareness of audience when reading out loud selecting a range of appropriate techniques to suit.</li> <li>- Discusses texts from a wider variety of writers, referring to their writing styles and themes.</li> <li>- When using non- fiction texts explaining the purpose and being able to use organisational devices such as glossaries.</li> </ul> <p><i>Understand what they read, in books they can read <b>independently</b>, by:</i></p> <ul style="list-style-type: none"> <li>- Using inference and deduction to identify key characteristics of more than one character in a story and to comment on these, using evidence to support views.</li> <li>- Beginning to comment on the effectiveness of the author's choice of language.</li> </ul>