

Herne Junior School's Reading Curriculum Progression

Year 4		
Reading Word (Decoding)		
Skills Phonics and decoding	<u>Objective</u> To use their phonic to decode quickly and accurately. To apply their knowledge of root words and prefixes including in-, im-, il-, ir- dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto- to begin to read aloud. To apply their knowledge of root words and suffixes including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, -cian to begin to read aloud.	<u>What you will see in the classroom.</u> • Daily individual reading for those who need it. (Daily reader card in the reading folder) • Interventions – Rapid Reading • Lexia, CAP (in the Summer Term) For those who are significantly below their chronological age for reading (Identified as red watch children) • Phonics intervention for those who still need it. • Links to spelling.
Common exception words	To read Y3/4 common exception words.	
Fluency	At this stage the teaching of comprehension skills in WCR sessions will take precedence over teaching word reading and fluency specifically. Focus on word reading will support the development of vocabulary in the vocabulary sessions. Read aloud books, sounding out unfamiliar words accurately. Recognise punctuation, and using correctly to help read.	
Reading Comprehension		
Understanding and becoming familiar with text.	<u>Objective</u> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context – Vocab. Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. 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.	<u>What you will see in the classroom.</u> • Daily individual reading for some (Daily reading card in the reading folder.) • Class reader – discussion and summarising. • Vocabulary (Word of the day) – pre read activity. • Whole class reading -linked to class text. Minimum three times a week. • Performance poem learnt by heart and performed. • Poetry and other writing in English lessons performed to an audience – Performance grid completed. • Quality Fiction and non- fiction text used in other curriculum areas for research and information gathering.
Non- Fiction	Retrieve and record information from non-fiction.	
Poetry and Performance	Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry.	

VIPERS	
Vocabulary 	Use dictionaries to check the meaning of words that they have read. Identify the language conventions of non-fiction in relation to the text type. Explain the meaning of new words in context. Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are.
Inference 	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real. Justify inferences with several pieces of evidence from the text to support one specific point.
Predictions 	To justify predictions using evidence from the text. Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble.
Explanation 	Discuss words and phrases that capture the reader's interest and imagination. Identify the author's message about the theme. Identify the structural conventions of non-fiction in relation to the text type. (see range) Identify how the structure and presentation of texts contributes to the meaning. e.g. the use of chapters; different fonts; artwork.
Retrieval 	To retrieve and record information from a fiction text. Use contents, indexes, glossaries and sub-headings to locate specific information. Use skimming to locate main ideas in the text. Use scanning to locate specific information. Independently identify key questions to research about a topic.
Summarise 	Identifying main ideas drawn from more than one paragraph and summarising these. Make notes from one source to answer key questions through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping e.g. where do penguins live? What temperature is it there? Summarise ideas from across several paragraphs or section.
Whole Class Reading Text	How to train your Dragon – Cressida Cowell Non fiction texts for Non Fiction November The Magician's Nephew – C.S. Lewis Non Fiction WW2 texts for Summer 1 The Last Bear – Hannah Gold