











Progression in Reading – Years 3 to Year 6 : YEAR 4

Purpose of Study

At Cavendish Primary School, from Y3-Y6, we use 'Reading Gems' to develop children's wider reading skills. These are:

Enjoy, Decode, Define, Retrieve, Summarize, Infer, Predict Relate, Explore and Compare.

Enjoy 				Decode 			
Define 	Retrieve 	Summarise 	Infer 	Predict 	Relate 	Explore 	Compare 
2a: Give/explain the meaning of words in context.	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text

Year 4

Year 4 National Curriculum Statements - Reading Comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
 - 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
 - using dictionaries to check the meaning of words that they have read
 - 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
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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

Notes and guidance (non-statutory)

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.

They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).

Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.

Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

	Reading skills			Question stems
	Autumn	Spring	Summer	
Define (give/explain the meaning of words)	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • Ensure the correct meaning when more than one • use a thesaurus to find synonyms 	<ul style="list-style-type: none"> • find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> • discuss new and unusual vocabulary and clarify the meaning of these 	<ul style="list-style-type: none"> • Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What other words/phrases could the author have used here? Why? How has the author...? • Which word is closest in meaning to...?
Retrieve (retrieve and record information)	<ul style="list-style-type: none"> • skim and scan small texts to record details. 	<ul style="list-style-type: none"> • use relevant quotes to support their answers to questions. 	<ul style="list-style-type: none"> • retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?
Summarise (summarise main ideas)	<ul style="list-style-type: none"> • use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. 	<ul style="list-style-type: none"> • highlight key information and record it in bullet points, diagrams, maps etc 	<ul style="list-style-type: none"> • summarise whole paragraphs, chapters or texts • identify themes from a wide range of books 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why?

		<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph. 		<ul style="list-style-type: none"> Do any sections/paragraphs deal with the same themes? How might I record this to ensure the best possible outcome?
	Autumn	Spring	Summer	
Infer (make inference from the text)	<ul style="list-style-type: none"> ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) infer characters' feelings, thoughts and motives from their stated actions. 	<ul style="list-style-type: none"> consolidate the skill of justifying them using a specific reference point in the text 	<ul style="list-style-type: none"> use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> What do you think.... means? Why do you think that? Could it be anything else? I think....; do you agree? Why / why not? • How do you think....? Can you explain why....? Can you explain why based on two different pieces of evidence? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show that... What impression of ...do you get from this paragraph?
	Autumn	Spring	Summer	
Predict (predict what might happen)	<ul style="list-style-type: none"> justify predictions using evidence from the text. 	<ul style="list-style-type: none"> use relevant prior knowledge as well as details from the text to form predictions and to justify them. 	<ul style="list-style-type: none"> monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> Can you think of another text with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What does this paragraph suggest what will happen next?

				<ul style="list-style-type: none"> • Do you think ... will happen? Explain your answers with evidence from the text.
	Autumn	Spring	Summer	
Relate (identify/explain how information is related and contributes as a whole)	<ul style="list-style-type: none"> • recognise authorial choices and the purpose of these in small sections of text • discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books 	<ul style="list-style-type: none"> • identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • recognise authorial choices and the purpose of these in longer pieces of text 	<ul style="list-style-type: none"> • Did the author intend that? • Explain why... did that. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why?
	Autumn	Spring	Summer	
Explore (choice of words and phrases)	<ul style="list-style-type: none"> • discuss why words have been chosen and the effect these have on the reader and how they build imagination 	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination and think about why these have been chosen. 	<ul style="list-style-type: none"> • identify how language choices help build meaning and set moods for both characters and the reader 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to?
	Autumn	Spring	Summer	
Compare (comparisons within the text)	<ul style="list-style-type: none"> • compare two contrasting points/places in the book 	<ul style="list-style-type: none"> • compare non-fiction features between similar themed books 	<ul style="list-style-type: none"> • compare your book to another by the same author 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Describe different characters' reactions to the same event.

	<ul style="list-style-type: none">• compare how characters are similar/different in different books	<ul style="list-style-type: none">• Compare your book to another with the same storyline		<ul style="list-style-type: none">• How is it similar to _____?• How is it different to _____?• Compare your book to another on the same topic. Which do you prefer and why?• Would you like to read more books by this author? Explain your reasons.• If you have read other texts by this author, can you see any similarities/differences between them?• Compare the characters X and Y (analyse)
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