

Waterville Primary School Progression of Skills in English – Reading

Year 4	<p>National Curriculum The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.</p> <p>Pupils should be taught to: -read easily, fluently and with good understanding -develop the habit of reading widely and often, for both pleasure and information -acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language -appreciate our rich and varied literary heritage -write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences -use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas -are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p>			
Fluency	Teaching should now concentrate on comprehension skills. Any focus on word reading should support development of vocabulary.			<p>Common Exception Words Read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>
Poetry and Performance	Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.			
Phonics and Decoding	Vocabulary	Listening and Discussing	Inference and Prediction	Non-Fiction
<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	Discuss vocabulary used to capture readers' interest and imagination.	<p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Draw inferences from characters' feelings, thoughts and motives that justifies their actions.</p> <p>Support their views with evidence from the text.</p> <p>Justify predictions from details stated and implied.</p>	<p>Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>