# Reading Progression St Francis Xavier – Year 4    2023-2024

**Bug Club**

Emmaus CATHOLIC MAC

| | Literal Comprehension (LIT) | | | | Inference (INF) | | Responding to the Text (RT) | | Language for Effect (LFE) | | Themes and Conventions (TAC) | |
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| **Termly assessment** | Literal Comprehension (LIT) | Literal Comprehension: Sequencing (SEQ) | Information Retrieval (IR) | Accuracy (ACC) | Making Inferences (INF) | Prediction (PRED) | Personal Response and Evaluation of Text (PRS) | Performance (PERF) | Literary Language (LANG) | Vocabulary Development (VOC) | Range of Texts (RGE) | Text Structure (STRC) |
| **Y4 term 1** | | | Retrieve information from fiction or non-fiction and, with support, record this information. **Example:** When asked to find a piece of information from a book, child uses index and contents page to help find it and, with support, begins to be able to record this, e.g. by filling in a chart or making simple notes. They can use tabs and hyperlinks to navigate an online text to find information. In fiction, the child can locate relevant information to add to a character profile about a main character, and record the information briefly in note form. | | Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence. **Example:** Child can answer inferential questions, e.g. 'How do you think Oliver felt when he walked into his new school?' and with support in finding the relevant section of the text, child can justify their answer, e.g. 'It says he was shaking, so he must be scared.' | Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction. **Example:** In response to the question: 'Will the boy get picked for the football team?' child can make a prediction and justify it, e.g. 'It says that he is training hard, so I think he will improve and be picked for the team.' | | | Discuss words and phrases from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination. **Example:** Child can discuss the phrase 'fearsome fighters' in a book about the Romans and explain when prompted that this is an effective choice because it makes you think that the Roman soldiers were powerful and dangerous. | | Begin to recognise some themes and conventions in fairy stories and traditional tales. **Example:** In answer to the question: 'How can we tell this is a traditional tale,' child can identify specific text and language features. | |
| | With support, identify main ideas drawn from more than one paragraph. **Example:** With support in finding the relevant sections of the text, child can answer the question: 'What have we learned about Egyptian burial practices in this section?' | | | Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context. **Example:** In the sentence: 'The broken statue would soon be lost in the creeping foliage,' child can guess that 'foliage' might mean plants or leaves. | | | Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say. **Example:** Child can give a personal response to questions, e.g. 'Would you have told the truth in this situation? Why?' | Use appropriate actions and gestures to convey the meaning of a poem or play script. **Example:** When reading a line of play script, child yawns and stretches to help convey that the character is tired. | | Usually recognise, when reading, an unfamiliar word, and can use a dictionary to find the meaning of the word. **Example:** When child comes across an unfamiliar word, e.g. 'slumped,' they can find the word in a dictionary and use the definition to explain what the word means. | **Recognise some different forms of poetry.** **Example:** Child can recognise a haiku or a ballad. |
| **Y4 term 2** | | Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, sometimes with different degrees of detail, depending on purpose. **Example:** Having read a non-fiction text describing the steps involved in making bread, child can sum up main steps concisely in order. | Use range of different non-fiction text features to help retrieve information from a text, and with support choose a simple way to record the information they have discovered. **Example:** Child understands how to find information in a picture, caption or diagram as well as in the text, and with prompting can decide whether to record the information in note form or in a simple chart. | | | | | | | With prompting if necessary, use a dictionary to quickly check the meaning of a word that is unfamiliar to them. **Example:** When child comes across an unknown word, they can find the word in a dictionary with minimal or no support, and use the definition to explain what the word means. | |
| | With support, concisely sum up main ideas drawn from more than one paragraph. **Example:** When asked to explain what a page from a non-fiction text is mostly about, child is able to sum this up in a couple of sentences, without getting bogged down in detail. | | Ask a question they would like to find the answers to in a fiction or non-fiction book. **Example:** Before reading a non-fiction book about planes, child asks a relevant question they hope to answer, e.g. 'How do planes refuel in the sky?' While reading a story, child asks a question about plot or character, e.g. 'I wonder why Mr Martin crept out of the house during the night?' Child then notices the answer when it appears in the story. | | | | | | | | **Identify key themes and conventions in a range of books.** **Example:** Child can explain that good overcomes evil in most traditional tales, e.g. provides this response in answer to the question: 'What makes us think that Cinderella will be OK in the end?' | |

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| | Discussing a book with others, ask questions to improve understanding of the text. **Example:** When thinking about a non-fiction text on an unfamiliar topic, child might ask: 'I wonder why rice farmers often grow their rice on terraces?' By thinking about this and discussing with others, child can arrive at a better understanding. | Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on purpose. **Example:** Having retold a story in some detail, child can then say what the three main events are, usually making sensible choices about which events to include. | | Check that text makes sense, discussing their understanding and explaining meaning of words in context. **Example:** With minimal prompting, child spots errors and miscues as they read, and goes back to make corrections. When asked, child can usually explain meaning of a word in a sentence they have just read. | | Make a plausible prediction about what might happen next in a story, and when prompted can explain reasons. **Example:** When asked to explain why they think a particular event will happen in a story, child can find at least one piece of evidence that backs up their idea. | | | | Use a dictionary to check the meaning of words they have read. **Example:** When child comes across an unknown word, they know how to find the word in the dictionary and use the definition to help them understand the word. | Read books that are structured in different ways and for a range of purposes. **Example:** Child can choose appropriate books to read for pleasure and uses non-fiction, reference books and websites to find out information about a topic that interests them. | Identify how language, structure and presentation contribute to meaning. **Example:** Child can identify a range of different types of writing by recognising features such as greetings in letters and the use of the first person in diaries. |
| **Y4 term 3** | Identify main ideas drawn from more than one paragraph and summarise these. **Example:** Child can answer the question: 'What has happened in this chapter?' giving main ideas and events. | | Retrieve and record information from fiction and non-fiction. **Example:** When asked to find a piece of information, child can select an appropriate non-fiction book and use contents pages, indexes and headings to help find the information, and can record this information by filling in a chart or making notes. When looking for information in fiction, to answer a comprehension question or complete a character profile, the child can locate some relevant information and record it in an appropriate format (e.g.notes, full sentences or mind map). | | Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence. **Example:** Child can answer questions such as: 'How did Oliver feel when he walked into his new school, and how do we know?' with 'He was scared. It says he was shaking.' | Predict what might happen from what is stated and implied in a text. **Example:** In response to the question: 'Do you think Poppy will follow the rules?' child can predict using evidence, e.g. 'No, because it says she crosses her fingers behind her back when she says she will stick to the rules.' | Participate in discussion about books, taking turns and listening to what others say. **Example:** Child can give a personal response to questions, e.g. 'Do you think Max made the right choice? What would you have done?' | Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. **Example:** Child adapts their voice appropriately and uses gestures to convey the feelings and actions of a character, e.g. speaking in an excited voice to show delight. | Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination. **Example:** Child can pick out the word 'lickety-split' from a passage of text and explain that it's a good word because it makes it sound as if the characters were going very fast. | | Has increasing familiarity with a wide range of books, including fairy stories, myths, legends, fiction, poetry, plays, non-fiction and reference books and is able to retell stories and discuss texts. **Example:** Child regularly contributes to discussions about a wide range of different types of books, showing good understanding of the similarities and differences between books. | Identify some of the ways in which fiction texts are structured, e.g. through use of chapters. **Example:** Child can find examples of how some chapters open dramatically and other chapters end on a cliffhanger. |
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