



**YEAR 4 READING PROGRESSION IN SKILLS AND KNOWLEDGE  
STATUTORY REQUIREMENTS**



<b>SKILL / KNOWLEDGE</b>	<b>Year 4</b>
<b>Decoding</b>	<ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li><li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li></ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"><li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li></ul>
<b>Familiarity with texts</b>	<ul style="list-style-type: none"><li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>• identifying themes and conventions in a wide range of books</li></ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"><li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>• recognising some different forms of poetry</li></ul>
<b>Word meanings</b>	<ul style="list-style-type: none"><li>• using dictionaries to check the meaning of words that they have read</li></ul>
<b>Understanding</b>	<ul style="list-style-type: none"><li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>*asking questions to improve their understanding of a text</li><li>*identifying main ideas drawn from more than one paragraph and summarising these</li></ul>
<b>Inference</b>	<ul style="list-style-type: none"><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul>
<b>Prediction</b>	<ul style="list-style-type: none"><li>• predicting what might happen from details stated and implied</li></ul>
<b>Authorial Intent</b>	<ul style="list-style-type: none"><li>• discussing words and phrases that capture the reader's interest and imagination</li><li>• identifying how language, structure, and presentation contribute to meaning</li></ul>
<b>Non-fiction</b>	<ul style="list-style-type: none"><li>• retrieve and record information from non-fiction</li></ul>
<b>Discussing reading</b>	<ul style="list-style-type: none"><li>• 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</li></ul>