



LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: Year 4

Subject: Reading

*Below reading comprehensions for Autumn/Spring/Summer are completed as cross-curricular work. The children also look at a variety of texts (including text types) within guided reading. These texts are not listed below as can change at teacher's discretion, dependent on cohort (ability/interests)

*Guided reading carousel used each morning:



-Mixture of text-based (including comprehension) and vocabulary tasks are used for 4 of the days (for most children).

-On the other day, children will read with the class teacher, completing reading and relevant tasks linking to an appropriately levelled book (children group based on ability).

-The session with the class teacher focuses on improving comprehension skills using the 'VIPER' acronym to aid the children's development within the 6 reading domains (Vocabulary, Infer, Predict, Explain, Retrieve and Summarise). All 6 domains are met within the following progression map.

*A selection of children will take part in Read Write Inc or Fresh Start interventions for 4 of the days and then have their session with the teacher on the remaining day. These children are those who need further intervention regarding their phonic knowledge, including decoding, spelling, vocabulary knowledge and basic comprehension skills.

*Year 4 access *Read Write Inc* for their phonic intervention, where the children work in small groups with a Teaching Assistant.

Additional reading/  comprehension covered Curriculum Strand 	Autumn: <ul style="list-style-type: none"> • Anglo-Saxons and Scots Invaders (Topic link) • Pet Care of a Bearded Dragon (Science link) • The diary of a killer cat • Armoured dinosaurs • Choosing a bike • Grrr the story of Nu Wa • Peter Pan • Geocaching 	Spring: <ul style="list-style-type: none"> • Electricity (Science link) • World Climate (Topic link) • Aesop's fables • Harry Drinkwater's diary • The Lion The With and The Wardrobe • Bletchley Park Codebreakers • An interview with Tim Peake • Poems about Witches 	Summer: <ul style="list-style-type: none"> • Ancient Egypt (Topic link) • Sound (Science link) • An interview with Jacqueline Wilson • Reign of the Sea Dragon • Escape from Germany • The tale of Custard the Dragon • A letter from Barack Obama • The Girl Who Walked on Air • The Real Princess
Decoding	*Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word		
Range of Reading	*Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *Read books that are structured in different ways and reading for a range of purposes		

Familiarity with texts	<ul style="list-style-type: none"> *Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *Identify themes and conventions in a wide range of books
Poetry & Performance	<ul style="list-style-type: none"> *Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *Begin to recognise some different forms of poetry
Word meanings	<ul style="list-style-type: none"> *Use dictionaries to check the meaning of words that they have read
Understanding	<ul style="list-style-type: none"> *Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *Ask questions to improve their understanding of a text *Identify main ideas drawn from more than one paragraph and begin to summarise these independently
Inference	<ul style="list-style-type: none"> *Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text
Prediction	<ul style="list-style-type: none"> *Predict what might happen from details stated and implied
Authorial Intent	<ul style="list-style-type: none"> *Discuss words and phrases that capture the reader's interest and imagination *Identify how language, structure, and presentation contribute to meaning
Non-fiction	<ul style="list-style-type: none"> *Retrieve and record information from non-fiction
Discussing reading	<ul style="list-style-type: none"> *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, including beginning to summarise own thoughts and ideas around a text

