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| ***Reading Skills***  ***VIPERS Fluency***  *Vocabulary, Inference, Prediction, Explaining, Retrieval and Summarising* | **Year 4**  Progression of Reading Skills | **All reading skills must be taught explicitly throughout the year and referred to during English and cross curricular lesson. Reading skill can be taught in order of your preference.** |
| **Key Vocabulary to be used by teachers and children.**  Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarising/Fluency |
|  | Term 1 | | |
| Fluency  Summarising  Prediction  (Scanning and Skimming) | 1. **Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation** e.g. Children need to be reading fluently. Plan decoding intervention for those children who are struggling to read unfamiliar words or words linked to the Y3/4 spelling rules | | |
| 1. **Use skimming to locate main ideas in the text** | | |
| 1. **Summarise ideas from across several paragraphs or sections** e.g. how a character’s fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report | | |
| 1. **Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e**.g. I think mum will get cross because Tom knew he shouldn’t have lied | | |
| 1. **Use scanning to locate pieces of information** | | |
| 1. Use age appropriate dictionaries to check the meanings of words e.g. Junior dictionaries, online dictionaries, word banks developed in English lessons | | |
|  | Term 2 | | |
| Fluency  Vocabulary | 1. Discuss their understanding of both texts they have read independently and those read to them | | |
| 1. Explain the meaning of new words in context e.g. I think ‘compassionate’ means kind because she could have walked away but she didn’t | | |
| 1. **Explain how words and phrases capture the reader’s interest and imagination and how they contribute to the meaning of the text** e.g. the author’s used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are | | |
| 1. Independently identify key questions to research about a topic | | |
| 1. Orally retell whole stories/sections of stories linked to the Y4 range | | |
|  | Term 3 | | |
| Fluency  Retrieval  Explaining | 1. **Identify the author’s message about the theme of a text** e.g. being honest is the best way to be;; it’s ok to lie when you need to | | |
| 1. Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping | | |
| 1. Use contents, indexes, glossaries and sub-headings to locate relevant information. | | |
|  | Term 4 | | |
| Inference | 1. **Draw inferences about characters’ feelings and motives** e.g. I think Leon volunteers because he wants to prove that magic is real | | |
| 1. **Recite poems by heart, using intonation, tone and volume to gain the interest of the listener** poetry slam | | |
| 1. Read aloud and perform play scripts, maintaining the audience’s interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play | | |
|  | Term 5 / 6 | | |
| Inference  (Justifications)  Explanations  Fluency | 1. Justify inferences within several pieces of evidence from the text to support one specific point | | |
| 1. Identify the language conventions of non-fiction in relation to the text type | | |
| 1. Identify the structural conventions of non-fiction in relation to the text type | | |
| 1. Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork | | |
| 1. Reading books that are structured in different ways and for a range of different purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books) | | |
| 1. Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean? | | |
| 1. Explain views and listen to the views of others and respond | | |
| 1. Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words e.g. children should be reading a range of age-appropriate texts without undue hesitation | | |