

SEQUENTIAL READING CURRICULUM

End points which show progression of knowledge, understanding and skills in Reading at an age appropriate level

Year Group: 4

	T1	T2	T3	T4	T5	T6
Key TEXTS: *subject to change	Saving Sorya – Chang and the Sun Bear – Trang Nguyen	The Stolen Spear – Saviour Pirotta	The Great Food Bank Heist – Onjali Q Rauf	Egyptian Myths – Jean Menzies and Katie Ponder Marcey and the Riddle of the Sphinx – Joe Todd Stanton	The Story of Tutankhamun – Patricia Cleveland Peck and Isabella Greenberg	Song of a River – Gill Lewis
Focus Poet for the year group: Laura Mucha						
Decode / word-reading: phonics tricky words alphabet	Children apply their growing knowledge of morphology, both to read aloud and understand the meaning of new words they meet. Introduce how use a dictionary effectively.	Children apply their growing knowledge of morphology, both to read aloud and understand the meaning of new words they meet. Develop use of a dictionary.	Children apply their developing knowledge of morphology, both to read aloud and understand the meaning of new words they meet. Continue to develop use of a dictionary.	Children apply their developing knowledge of morphology, both to read aloud and understand the meaning of new words they meet. Practise using a dictionary to find the meaning of unknown words.	Children apply their knowledge of morphology, both to read aloud and understand the meaning of new words they meet. Practise using a dictionary to find the meaning of unknown words.	Assess how children apply their knowledge of morphology, both to read aloud and understand the meaning of new words they meet. Embed using a dictionary to find the meaning of unknown words.
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	1a)Introduce scanning a text to find key words, using fingers for tracking. 1b)Introduce identifying key words in questions and scanning a text to find answers.	1a)Practise scanning a text to find key words, using fingers for tracking. 1b)Develop scanning a text for key words identified to locate answers to questions.	1a,b)Practise the use of scanning to locate the answers to questions. 2)Practise skim reading a whole text to locate information within paragraphs a	1a,b)Develop the use of scanning to locate the answers to questions. 2)Develop skim reading a whole text to locate information within paragraphs a range of texts.	1a,b)Apply scanning skills to locate the answers to questions. 2)Apply skim reading to efficiently locate information within a range of texts.	1a,b)Apply scanning skills to locate the answers to questions. 2)Apply skim reading to efficiently locate information within a range of texts.

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	<p>2) Introduce skim reading to locate where information is in a text.</p> <p>3) Introduce using knowledge of vocabulary to select similar words.</p>	<p>2) Practise skim reading a whole text to locate information within paragraphs in non-fiction texts (use of subheadings)</p> <p>3) Practise using knowledge of vocabulary to locate similar words in a text.</p>	<p>range of texts including narratives.</p> <p>3) Practise using retrieval skills to answer questions presented in different ways.</p> <p>4) Practise using knowledge of vocabulary to locate similar words in a text.</p> <p>5) Introduce using knowledge of vocabulary to suggest an appropriate word as a replacement.</p>	<p>3) Develop the use of retrieval skills to answer questions presented in different ways.</p> <p>4) Develop using knowledge of vocabulary to locate similar words in a text.</p> <p>5) Practise using knowledge of vocabulary to suggest an appropriate word as a replacement.</p>	<p>3) Apply retrieval skills to answer questions presented in different ways with growing confidence.</p> <p>4/5) Use knowledge of vocabulary to locate similar words/phrases in a text.</p>	<p>3) Apply retrieval skills to answer a questions of increasing difficulty across a whole text.</p> <p>4/5) Use knowledge of vocabulary to locate similar words/phrases in a text.</p>
<p>Inferential understanding: prediction sequencing events summary use of dictionary nuanced vocabulary</p>	<p>1) Through discussion, begin to make simple predictions based on implied details.</p> <p>2) Lead by a teacher, begin to show an understanding of themes within a text.</p> <p>3) Begin to make inferences such as inferring character's thoughts and feelings</p>	<p>1) Begin to make simple predictions based on implied details independently.</p> <p>2) Lead by a teacher, contribute to class discussion about themes within a text.</p> <p>3) With growing confidence, make inferences such as inferring character's</p>	<p>1) Develop an understanding of how to make plausible predictions based on implied details.</p> <p>2) With support, begin to share ideas about themes across text.</p> <p>3) With growing confidence, make inferences such as</p>	<p>1) Practise making plausible predictions based on implied details.</p> <p>2) With support, begin to share ideas about themes across text.</p> <p>3) Make inferences such as inferring character's thoughts, feelings and motive for actions and justify</p>	<p>1) Make plausible predictions, justifying with textual evidence.</p> <p>2) Take part in discussions about themes across a text.</p> <p>3) Make inferences such as inferring character's thoughts, feelings and motive for actions and justify</p>	<p>1) Make plausible predictions, justifying with textual evidence.</p> <p>2) Confidently, take part in discussions about themes across a text.</p> <p>3) Confidently make inferences such as inferring character's thoughts, feelings and motive for</p>

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	and begin to justify with contextual evidence.	thoughts and feelings and justify with contextual evidence.	inferring character's thoughts and feelings and begin to infer motive for actions and justify with contextual evidence.	with contextual evidence.	with contextual evidence, as a familiar exercise.	actions and justify with contextual evidence, as a familiar exercise.
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	<p>1) Build positive attitudes towards reading by listening to and reading a range of text types: fiction, poetry, plays, non-fiction, reference and text books.</p> <p>2) Begin to have an awareness of authorial choice to discuss words and phrases which capture interest.</p> <p>3) Begin to identify language, paragraph structure and layout of texts.</p>	<p>1) Build positive attitudes towards reading by listening to and reading a range of text types: fiction, poetry, plays, non-fiction, reference and text books.</p> <p>2) Develop an awareness of authorial choice to discuss words and phrases which capture interest.</p> <p>3) Identify language, paragraph structure and layout of texts.</p>	<p>1) Build positive attitudes towards reading by listening to and reading a range of text types: fiction, poetry, plays, non-fiction, reference and text books.</p> <p>2) Develop an awareness of authorial choice to discuss words and phrases which capture interest.</p> <p>3) Begin to discuss how language, paragraph structure and layout of texts contribute to meaning.</p>	<p>1) Build positive attitudes towards reading by listening to and reading a range of text types: fiction, poetry, plays, non-fiction, reference and text books.</p> <p>2) Develop an awareness of authorial choice to discuss words and phrases which capture interest.</p> <p>3) Develop an understanding of how language, paragraph structure and layout of texts contribute to meaning.</p>	<p>1) Build positive attitudes towards reading by listening to and reading a range of text types: fiction, poetry, plays, non-fiction, reference and text books.</p> <p>2) Show an awareness of authorial choice to discuss words and phrases which capture interest.</p> <p>3) Confidently discuss how language, paragraph structure and layout of texts contribute to meaning.</p>	<p>1) Build positive attitudes towards reading by listening to and reading a range of text types: fiction, poetry, plays, non-fiction, reference and text books.</p> <p>2) Show an awareness of authorial choice to discuss words and phrases which capture interest.</p> <p>3) Confidently discuss how language, paragraph structure and layout of texts contribute to meaning.</p>
Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity	All children will learn to: read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words; sight-read a wide range of exception words (Y3-4 list and similar); with support, notice where commas create phrasing within sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences; recite whole poems with growing awareness of the listener; as decoding becomes more secure, become independent, fluent and enthusiastic readers.					

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phrasing appropriate to meaning	By the end of the year, children should be reading 140 words per minute.
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