Learning and Progression Steps (LAPS) in Reading
Planning for Progression: Year 4

Range:	Books at an age appropriate interest level including: • Fiction e.g. myths, fairy tales, fantasy, issues and dilemmas, play scripts. • Non-fiction e.g. newspapers, explanations, information, persuasion, discussion. • Poetry e.g. classic poetry, kenning, haiku, cinquain, poems on a theme.			
	LAP 1	**LAP 2**	**LAP 3**	**Key Learning**
Word Reading	• Use knowledge of root words to understand meanings of words, *e.g. fame, famous, famously; surprise, surprisingly; decide, undecided, decision, indecisive; appear, reappear, disappear, appearance; favour, favourite, favourable.*	• Use knowledge of root words to understand meanings of words, *e.g. strange, stranger, strangely, estranged; probable, probably, improbable; guide, misguided, guiding; answer, unanswered, answerable; centre, central, centred.*	• Use knowledge of root words to understand meanings of words, *e.g. separate, separately, separation; image, imagine, imagination; continue, continually, continuation; inform, information, informative, informant; adore, adoringly, adoration.*	• Use knowledge of root words to understand meanings of words.
	• Use prefixes to understand meanings *e.g.* ○ *ir- (meaning 'not'): irregular, irreplaceable, irresponsible;* ○ *il- (meaning 'not') illegal; illogical.*	• Use prefixes to understand meanings *e.g.* ○ *sub-(meaning 'under'): subheading, submarine, submerge.* ○ *inter- (meaning 'between'): interact, intercity, international.*	• Use prefixes to understand meanings *e.g. super– (meaning 'above/beyond'): superman, supermarket; anti– (meaning 'against'): antiseptic, anticlockwise, antisocial; auto– (meaning 'self' or 'own'): autograph.*	• Use prefixes to understand meanings e.g. ○ *in- / ir– / sub– / inter– / super / anti– / auto–.*
	• Use suffixes to understand meanings of nouns *e.g.* ○ *-tion (meaning 'act of' or 'state of'): invention, description;* ○ *- ssion (meaning 'act of' or 'state of'): confession, admission.*	• Use suffixes to understand meanings *e.g.* ○ *-cian (meaning 'having a skill or art'): musician, electrician.* ○ *-sion (meaning 'act of' or 'state of'): decision, invasion, confusion.*	• Use suffixes to understand meanings of nouns *e.g. –ation (indicating action or state): admiration, preparation, adoration, sensation, information.*	• Use suffixes to understand meanings e.g. ○ *–ation / - tion / –ssion / –cian / -sion*
	• Read and understand selected words from the Year 4 list.	• Read and understand selected words from the Year 4 list.	• Read and understand selected words from the Year 4 list.	• Read and understand words from the Year 4 list.
Developing pleasure in reading and motivation to read	• Speak confidently about texts using prompts such as: I really liked the part when..., The scariest/funniest/saddest part was ...; The part I really saw in my imagination was...	• Orally respond to texts, enthusiastically sharing their opinions. Capture some responses in writing *e.g. performing and recommending poems, completing a recommended reads chart, creating a book review board game.*	• Demonstrate enthusiasm for wider reading by confidently sharing opinions. Capture responses in writing in a variety of ways e.g. comparing and ranking characters, contributing to a book recommendation display.	• Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms *e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.*
	• Prepare a poem and/or play script to perform to the class. Use text marking, colour coding and annotations to support planning and rehearsal. Perform with expression.	• Prepare a poem and/or play script to perform to another class or assembly, showing understanding through intonation, tone, volume and action. Use text marking, colour coding and annotations to support planning and rehearsal.	• Prepare a poem to perform and learn Use text marking, colour coding and annotations to support planning and rehearsal. Perform the poem to an audience, showing understanding through intonation, tone, volume and action.	• Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. • Learn a range of poems by heart and rehearse for performance.

Contd.	• Orally retell myths, fairy tales and tales from other cultures, engaging the listener through eye contact, expression and gesture	• Orally retell myths, fairy tales and stories from other cultures, engaging the listener through use of eye contact, expression, gesture / props.	• Orally retell myths, fairy stories and stories from other cultures, engaging the listener through dramatic use of voice and actions.	• Orally retell a range of stories, including less familiar fairy stories, myths and legends.
Understanding the text	• Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination in poetry and narrative texts.	• Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination in poetry and narrative texts *e.g. alliteration, noun phrases.*	• Identify, discuss and independently collect effective words and phrase which capture the reader's interest and imagination in poetry and narrative texts *e.g. similes and metaphors.*	• Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination *e.g. metaphors, similes.*
	• Identify key vocabulary and discuss possible meanings.	• Work out the meaning of unfamiliar vocabulary using the context.	• Explain the meaning of key vocabulary within the context of the text.	• Explain the meaning of key vocabulary within the context of the text.
	• Use the first three letters to locate words in a dictionary.	• Use dictionaries (first three letters) to check meanings of words they have read and identify the appropriate definition in relation to the context of the text.	• Use dictionaries (first three letters) to check meanings of words they have read, identifying the appropriate definition and explaining its use in relation to the context of the text.	• Use dictionaries to check meanings of words in the texts that they read.
	• Use punctuation to determine intonation and expression when reading aloud to a range of audiences, *e.g. changing voice in response to inverted commas, pausing at commas in lists and commas used to demarcate clauses.*	• Use punctuation to determine intonation and expression when reading aloud to a range of audiences, *e.g. pausing at the comma after a fronted adverbial.*	• Use punctuation and the meaning of key words to determine intonation and expression when reading aloud to a range of audiences, *e.g. The tour guide* **announced** *'Be back here at four o'clock!'*	• Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
	• Make predictions from different parts of the story, based on information stated.	• Distinguish between information which is stated and that which is implied, *e.g. complete a sorting activity using some statements which make direct references to the text and others which contain implied information.*	• Make predictions based on information stated and that which is implied.	• Make predictions based on information stated and implied.
	• Demonstrate active reading strategies and capture in reading journals *e.g. generating questions, finding answers, story shapes and charts, role on the wall.*	• Demonstrate active reading strategies and capture in reading journals *e.g. visualisation, constructing images, relationship grids and freeze frames.*	• Demonstrate active reading strategies and capture in reading journals e.g. book talk, generating questions, refining thinking, modifying questions, feelings graph to show how characters' emotions develop, and character ranking to order most to least powerful with evidence from the text.	• Demonstrate active reading strategies *e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.*
	• Identify and discuss themes introduced by the teacher *e.g. safe and dangerous, rich and poor.*	• Identify and discuss themes e.g. just and unjust.	• Identify, discuss and compare themes across more than one text e.g. origins of the earth, its people and animals.	• Identify, analyse and discuss themes *e.g. safe and dangerous, just and unjust, origins of the earth, its people.*

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Understanding the text Contd.				
	• Draw inferences around characters' actions and justify with evidence from the text.	• Draw inferences around characters' thoughts and feelings, and justify with evidence from the text.	• Draw inferences around characters' motives, and justify with evidence from the text.	• Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
	• Justify responses to the text using the PE prompt. Using a **P**oint provided by the teacher, children find supporting **E**vidence (Point + Evidence).	• Justify responses to the text using the PE prompt. Teacher provides a piece of **E**vidence from the text for exploration and asks what **P**oint is made. (**P**oint + **E**vidence).	• Justify responses to the text using the PE prompt (**P**oint + **E**vidence). Consider a *range* of **E**vidence statements, provided by the teacher, and summarise the **P**oint.	• Justify responses to the text using the PE prompt (**P**oint + **E**vidence).
	• Identify the main idea from one paragraph and summarise orally *e.g. In narrative - The main character is alarmed because... or in a Newspaper – The event took place on... at...*	• Identify main ideas drawn from more than one paragraph and summarise orally *e.g. In narrative – The main character decided to leave because...with 2 or more reasons, or in persuasive texts – Buy this today... because... with 1/2/3 reasons across a text.*	• Identify main ideas drawn from more than one paragraph and summarise these orally and in writing *e.g. The character is evil because...1/2/3 reasons; Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.*	• Identify main ideas drawn from more than one paragraph and summarise these *e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.*
	• Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning *e.g. newspapers, classic poetry, explanations.*	• Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning *e.g. persuasion, non-chronological reports, issues and dilemmas*	• Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning *e.g. poems with a structure, folk tales, discussion texts.*	• Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.
	• Recognise different forms of poetry *e.g limericks, riddles, calligrams, classic poems, narrative poems.*	• Recognise and analyse different forms of poetry e.g. limericks, riddles, calligrams, classic poems, narrative poems.	• Recognise and analyse a wider range of poetry *e.g. haiku, limericks, kennings, classic poems, narrative poems.*	• Recognise and analyse different forms of poetry *e.g. haiku, limericks, kennings.*
Non-fiction information retrieval	• Prepare for research by identifying what is already known, generate key questions to structure the task, *e.g. create a KWL grid.* Complete the KWL grid with answers to generated questions.	• Before researching, orally recall existing knowledge on the subject, and reduce the options for enquiry by posing focused questions.	• Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.	• Prepare for research by identifying what is already known about the subject and key questions to structure the task.
	• Evaluate how specific information is organised within a non-fiction text *e.g. text boxes, glossaries, diagrams, bibliographies.*	• Evaluate how specific information is organised within a non-fiction text in print and on screen *e.g. text boxes, sub-headings, bullet points, glossary, diagrams. contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.*	• Analyse and evaluate how specific information is organised within a nonfiction text in print and on screen *e.g. text boxes, sub-headings, bullet points, glossary, diagrams. contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.*	• Analyse and evaluate how specific information is organised within a non-fiction text *e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.*

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Non-fiction information retrieval Contd.	• Locate features of information texts in print and on screen. • Scan texts in print or on screen to locate dates, numbers and names.	• Scan texts in print or on screen to locate dates, numbers and names, headings, lists, bullet points, captions.	• Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences.	• Scan for dates, numbers and names.
	• Use graphic organisers as a tool to support collection and organisation of information *e.g. spidergram, flow chart, 'for' and 'against' columns.*	• Make a simple record of information from texts read, *e.g. by listing words, drawing together notes from more than one source.*	• Make short notes, *e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form.*	• Record information from a range of non-fiction texts. • Navigate texts, *e.g. using contents and index pages, in order to locate and retrieve information (print or screen).*
	• Identify how paragraphs are used to organise and sequence information.	• Explain how paragraphs are used to order or build up ideas.	• Explain how paragraphs are used to order or build up ideas, and how they are linked.	• Explain how paragraphs are used to order or build up ideas, and how they are linked.
Participating in discussion	• Participate in discussion about what is read to them and books they have read independently *e.g. expressing preferences, providing opinions, generating, asking/answering questions, and making relevant comments*	• Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say, *e.g. building on the ideas and contributions of others and sharing personal reflections.*	• Participate in discussion about what is read to them and books they have read independently, taking turns and listening to others *e.g. expressing preferences and giving reasons, making recommendations or challenging others courteously.*	• Make and respond to contributions in a variety of group situations *e.g. whole class, independent reading groups, book circles.*
	• Evaluate rules for effective discussion which have been provided by the teacher. Agree on a selection to be used.	• Develop and agree on rules for effective discussion, taking turns and listening to what others say.	• Develop, agree on, use and reflect upon rules for effective discussion.	• Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
	• Make and respond to contributions in a variety of group situations *e.g. whole class, pairs, guided groups, book circles.*	• Make extended contributions by making a point/elaborating, *e.g. using an example, quoting directly from the text, making links with prior experiences of reading or real life situations.*	• Make appropriately extended contributions and respond to others in a variety of group situations *e.g. whole class, independent reading groups, book circles.*	• Develop, agree on and evaluate rules for effective discussion.

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	**mention**	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	**position**	straight	
consider	favourite	knowledge	**possess(ion)**	strength	