



Reading Stage 4



Read and discuss a wide range of fiction, poetry, plays, non-fiction.

For statements to be completely embedded they should be demonstrated when reading or responding to a range of texts.

Book band Guidance		Texts should be ORT Book Band Level or equivalent: Autumn: Stage 12 Spring: Stage 13 Summer: Stage 14	Texts should be ORT Book Band Level or equivalent: Autumn: Stage 13 Spring: Stage 14 Summer: Riddell	Texts should be ORT Book Band Level or equivalent: Autumn: Stage 14 Spring: Riddell Summer: Morpurgo
		Working Towards	Working at Expected	Working Above
		Word Reading	Word Reading	Word Reading
Word Reading	Unfamiliar, polysyllabic Words	Use phonic strategies to decode most unfamiliar, polysyllabic words.	Decode unfamiliar words accurately without overt sounding and blending.	Decode more challenging words (beyond their age expected knowledge) accurately without overt sounding and blending.
	C.E. Words	Read most common exception words.	Read further common exception words (Y3/4 word list).	Read further common exception words (Y3/4 word list), noting the unusual correspondences between spelling and sound and where they occur in the word.
	Prefixes/ Suffixes	Read most words containing common/ previously learnt prefixes and suffixes.	Read words with unfamiliar prefixes and suffixes, building from the root word (including -tion, -sion, -sion, -cian, -ous, -ious, -eous).	Read any words with unfamiliar prefixes and suffixes, building from the root word
Accuracy & Fluency		Read most of a text (95%), with only occasional hesitation or overt sounding out.	Read accurately, most of a stage 15 or equivalent text (95%) without hesitation or overt sounding out	Read accurately, most of a stage 16 or equivalent text (95%) without hesitation or overt sounding out.
Stamina		Develop reading stamina – read more of an ability related text in a suitable period of time.	Develop reading stamina – read more of an ability related text in a suitable period of time.	Develop reading stamina – reading more of an ability related texts in a suitable period of time.
Pace		Silent reading pace is developing.	Silent reading pace is developing.	Silent reading pace is developing.
		Comprehension	Comprehension	Comprehension
Expression & intonation		Read aloud with appropriate intonation, tone, volume and action in response to what they have read.	Read aloud with appropriate intonation, tone, volume and action in response to what they have read. Notice complex sentence structure and punctuation in order to apply intonation in their reading.	Read aloud with appropriate intonation, tone, volume and action in response to what they have read. Notice complex sentence structure and punctuation to apply intonation in their reading.
Word meaning	2C1	* Give the meaning of unusual/challenging words encountered in their book stage/band 2a	* Give the meaning of unusual/challenging words encountered in their book stage/band. 2a	* Give the meaning of unusual/challenging words encountered in their book stage/band. 2a
	2C2	Use dictionary to explore the meaning of unknown words they have read.	Infer the meaning of an unfamiliar word having read around it.	Substitute synonyms to check word meaning.
Sequencing		* Identify and explain the sequence of events in texts and how items of information are related.	* Identify and explain the sequence of events in texts and how items of information are related.	* Identify and explain the sequence of events in texts and how items of information are related.
2C3/2C4/2C5 Summarising		* Summarise the main idea of a text briefly and with accuracy.	* Summarise the main idea of a specific paragraph. 2c	* Identify and summarise main ideas from more than 1 paragraph being succinct and precise. 2c
2C6/2C7 Text Structure		* Use key words to locate information, retrieve answer and explain how they know.	* Use text structure and key words to locate information, retrieve answer and explain how they know.	* Locate, retrieve and draw from a source independently, in order to answer questions / present information. 2b
2C8 Retrieval		Use the structure of a text or memory to hone in on relevant information.		
		Use skimming and scanning to locate information.	Interpret from question words How? Why?, the type of information needed and give the necessary answer (literal response) but with precision.	Interpret from question words How? Why? the type of information needed and give the necessary answer.
2C9 Comparisons		With guidance, through discussion identify how characters or events are similar/different within a text. 2h	Identify how characters or events are similar/different within a text. 2h	Identify and explain how characters or events are similar/different within a text. 2h
2C10 Fact/Opinion				* Identify facts in order to answer true or false.

MI1/MI2 Inference	**	With growing independence, make some simple inferences.	**	Make inferences based on immediate reading identifying and explaining clues in the text. 2d	**	Make inferences based on a sound understanding and recall of what they have read in the book so far. 2d
MI3 Prediction		Make a plausible prediction about what might happen on the basis of what has been read so far, drawing on a wider reading experience (themes/settings/ author's other works). Explain how they know by selecting specific detail.		Make a plausible prediction about what might happen on the basis of what has been read so far and some details inferred, drawing on a wider reading experience (typical themes, conventions, plots, character arcs). Justify their predictions with reference to the text.		Make a plausible prediction about what might happen on the basis of what has been read so far and some details inferred, drawing on a wider reading experience (typical themes, conventions, plots, character arcs). Justify their predictions with reference to the text. Revise predictions based on new information read.
Lfe1 Language		Discuss words and phrases which capture the reader's interest and imagination.		Discuss words and phrases which capture the reader's interest and imagination, noticing figurative language.		Discuss words and phrases which capture the reader's interest and imagination, including figurative language.
2TC1/2TC2 Themes & Conventions		Identify themes and conventions in a wide range of books.		Identify themes and conventions in a wide range of books.		Identify and begin to comment on the themes and conventions of a range of texts.



Fluent Reader	<p>Fluent readers are capable readers, who now approach familiar texts with confidence but still need support with unfamiliar materials. They are developing stamina as readers, are able to read for longer periods and cope with more demanding texts.</p> <p>They will begin to read silently and monitor their reading. This transition period is an important one: in the initial stages, they sub-vocalise the words reading at the same pace as if they were reading aloud, but with experience and maturity, the words become 'thoughts in the head' and the rate of reading increases. During this time children still need support and guidance.</p> <p>Children at this stage use a fuller range of cueing systems, relying less on phonics, and are able to identify larger units such as syllables, using these to decode unknown words. Their increased fluency aids comprehension and allows them to start to self-correct.</p> <p>Readers within this stage are confident and independent with familiar kinds of texts, such as shorter chapter books, but may need support with the reading demands of information texts or longer and more complex fiction, poetry and digital texts. They select books independently and can use information books and materials for straightforward reference purposes, but still need help with unfamiliar material.</p> <p>Children's growing understanding of poetry, stories and texts of different sorts is revealed through discussion and writing. They are willing to reflect on reading and often use reading in their own learning. They are receptive to the views of others and engage in discussions about texts and their impact. They begin to infer beyond the literal from books and stories read independently.</p>
Experienced Reader	<p>Experienced readers are avid readers; making choices from a wide range of material. They are comfortable with reading both silently and aloud to others.</p> <p>Students at this stage are fully launched as readers; they are able to read a wide range of texts independently and with ease. They are more able to cross check across a range of cues to ensure comprehension. They can confidently break up words in ways that support them in decoding unknown vocabulary without impeding their fluency.</p> <p>They are likely to be developing strong reading preferences and showing interest in new authors and genres. They recommend books to others based on their own reading preferences, giving reasons for their choices. They ask questions to enhance their understanding of the text and are able to make comparisons within and across different texts. They are more able to appreciate nuances and subtleties in text.</p> <p>Through discussion and in writing about their reading, they show that they are able to read between the lines and make explicit connections with other reading and personal experience, such as inferring characters' feelings, thoughts and motives from their actions, justifying their inferences with evidence.</p>