

YEAR 4	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 1- DECODING	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Understand how simple and complex sentences influence meaning • Reads a range of texts, both fiction and nonfiction, fluently and accurately using a range of strategies • Recognise and uses a greater variety of prefixes: re... de... pre... non... mis... ex... co... anti.... • Recognise and uses a greater variety of suffixes: ...tion ...ive ...ic • Reads dialogue with appropriate expression 	<ul style="list-style-type: none"> • Read a range of appropriate texts fluently and accurately • Re-read and read ahead to look for clues to determine meaning • Use features to locate information e.g. contents, indices, subheadings etc. • Use knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meaning of words in context 	<ul style="list-style-type: none"> • Select and read a range of appropriate texts fluently and accurately • Use contextual knowledge to determine meaning • Understand how the meaning of sentences is shaped by punctuation, word order or connectives • Recognise and use a full range of prefixes and suffixes: auto... bi... trans... tele... circum... ...cian ...phone etc; • Respond to more sophisticated punctuation
YEAR 4	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 2- ORGANISATION & RETRIEVAL	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction • Reading books that are structured in different ways and reading for a range of purposes • Using dictionaries to check the meaning of words that they have read • Asking questions to improve their understanding of a text 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Identify and discuss issues, locating evidence in the text • Recognise the main differences between fiction and non-fiction texts 	<ul style="list-style-type: none"> • Justify predictions by referring to the text • Locate information using skimming, scanning and text 	<ul style="list-style-type: none"> • Skim and scan to identify key ideas • Use knowledge of text structure to locate information

	<ul style="list-style-type: none"> • Use notes to summarise the main points of a text • Uses organisational devices to locate information including labels, diagrams and charts, and uses appropriate terminology • Make use of non-fiction features to find information from the text • Identify the features of different text-types • Understand how paragraphs are used to order and build up ideas • Can pause appropriately in response to punctuation and/or meaning 	<p>marking</p> <ul style="list-style-type: none"> • Can extract information from non-fiction texts, using contents, index, chapters, headings and glossary appropriately • Can confidently use alphabetically ordered texts to find information • Start to refer to the text to justify opinions but may paraphrase rather than give direct quotes • Identify features of different fiction genres • Identify structures and grammatical features of non-fiction • Use an understanding of the structure of non-chronological reports and explanations to make predictions • Identify the features of some types of text, e.g. newspaper reports, non-chronological reports and ICT texts and use appropriate reading strategies, e.g. scrolling through an ICT text 	<ul style="list-style-type: none"> • Justify opinions and elaborate by referring to the text • Show understanding of significant ideas, themes, events and characters • Can choose own reference sources for relevance of content • Knows what a key/index/contents list/glossary are for and uses them effectively • Identifies and comments on different points of view • Identify the features of explanation and persuasion texts • Is able to discuss plot, and beginning to recognise complications and how they are resolved • Is able to discuss the elements and purpose of different text structures • Is able to make critical comparisons between texts and evaluate their usefulness with reference to type of text • Identify features of different fiction genres. • Compare, contrast and evaluate different non-fiction texts
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YEAR 4

NATIONAL CURRICULUM EXPECTATIONS

READING SKILL
3-

**READING
DETECTIVE**

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied

STEPS TO SUCCESS			
WORKING TOWARDS	WORKING WITHIN		WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Identify the language used to create moods and build tension • Infer reasons for actions and events based on evidence from the text • Continue to make plausible predictions based on knowledge of the text • Begin to distinguish between fact and opinion • Can justify predictions they make by referring to the story – Henry was excited because he was jumping up and down by the door • Begin to express views about own interpretation of text • Begin to empathise with characters' motives and behaviour to enrich understanding 	<ul style="list-style-type: none"> • Distinguish between fact and opinion • Infer meaning using evidence from the text • Use clues from action, dialogue and description to establish meaning • Make reasoned judgements on characters' actions • Begins to justify predictions they make by referring to the text, rather than relying on imagining how they would feel in that situation • Begins to find meaning beyond the literal, for example, how impressions of people are conveyed through choice of detail and language 		<ul style="list-style-type: none"> • Empathise with different characters' points of view • Infer meaning using evidence from the text and wider experiences. • Use clues from action, dialogue and description to interpret meaning.
YEAR 4	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 4-	<ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discussing words and phrases that capture the reader's interest and imagination 		
WRITERS' USE OF LANGUAGE	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Comment on the choice of language to create moods and build tension • Discusses the meanings of words and phrases that create particular effects – Crept make you know he was quiet but also that he was going slowly 	<ul style="list-style-type: none"> • Comment upon the use of author's language • Know how suspense is built up in a story, including the development of the plot • Begin to discuss the effectiveness of language used to create a particular effect (e.g. adjectives and 	<ul style="list-style-type: none"> • Recognise the use and effect of patterned language in text • Discusses the effectiveness and meaning of figurative language, used to create a particular effect • Comment upon the use and effect of author's language – 'She uses crept so that you know he is

		adverbs for description)	moving slowly and quietly so that they do not get caught’ • Find and comment on examples of how authors express different moods, feelings and attitudes
YEAR 4	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 5-	<ul style="list-style-type: none"> Identifying themes and conventions in a wide range of books Identifying main ideas drawn from more than one paragraph and summarising these Identifying how language, structure, and presentation contribute to meaning 		
PURPOSE & IMPACT	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> Evaluate specific texts with reference to text types Begins to identify and comment on different points of view in the text 	<ul style="list-style-type: none"> Comments identify the author’s main purpose Understand how the author wants the reader to respond 	<ul style="list-style-type: none"> Express personal response, although with limited awareness of the writers viewpoint or the effect on the reader
YEAR 4	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 6-	<ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Recognising some different forms of poetry [for example, free verse, narrative poetry] 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. 		
REAL READER!	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> Continues to make simple connections between books by the same author – ‘Roald Dahl often has a nasty adult in his books that ends up being defeated’ Start to recognise some features of the text that relate if to its historical setting or its social or cultural background – ‘The girls had on red flannel petticoats because that is what they wore then’ 	<ul style="list-style-type: none"> Makes connections between books by the same author – ‘Michael Morpurgo often starts his stories in the present but then goes back in time’ Recognise some features of the text that relate it to its historical setting or its social or cultural background – ‘Grandpa Chatterji wears a dhoti because he comes from India’ 	<ul style="list-style-type: none"> Simple comments on how the reader’s or writer’s context makes a difference to the social, cultural or historical setting – ‘The island sounds really dangerous to us because we have not heard of these creatures’

