

Children should be able to achieve the following statements within a Y4 appropriate text

Year 4 - Autumn	Year 4 - Spring	Year 4 - Summer
Expected Standard		
Word Reading	Word Reading	Word Reading
<ul style="list-style-type: none"> Read age appropriately as evidenced by: Bookband; Read age appropriately Salford test within 3 months of chronological age; Read age appropriately last standardised test Read age appropriate books – see list Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1 of the English national curriculum document, both to read aloud and to understand the meaning of new words 	<ul style="list-style-type: none"> Read age appropriately as evidenced by: Bookband; Read age appropriately Salford test within 3 months of chronological age; Read age appropriately last standardised test Read age appropriate books – see list Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1 of the English national curriculum document, both to read aloud and to understand the meaning of new words 	<ul style="list-style-type: none"> Read age appropriately as evidenced by: Bookband; Read age appropriately Salford test within 3 months of chronological age; Read age appropriately last standardised test Read age appropriate books – see list Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1 of the English national curriculum document, both to read aloud and to understand the meaning of new words
Comprehension	Comprehension	Comprehension
<ul style="list-style-type: none"> Ask relevant questions about a Y4 familiar text in order to improve own understanding Identify how language, structure and presentation contribute to meaning Quote directly from a familiar Y4 text to support ideas <p>Self-Monitoring</p> <ul style="list-style-type: none"> Read aloud with intonation that shows understanding <p>Prediction</p> <ul style="list-style-type: none"> Predict what might happen from details stated and implied in a Y4 text (GD – with detailed reasoned justifications) <p>Inference</p> <ul style="list-style-type: none"> Identify the difference between statements of fact and opinion in a Y4 text in a familiar text Use inference skills to discuss: character, moods, feelings and attitudes using the clues from a familiar Y4 text <p>Retrieval</p> <ul style="list-style-type: none"> Precisely retrieve words and phrases from the text to support discussion around characters’ feelings, thoughts and motives within a familiar Y4 text Retrieve and record information from a familiar non-fiction Y4 text Locate information by skimming and scanning in a familiar Y4 text Use text marking to support retrieval of information or ideas or ideas from texts (highlighting, notes in a margin) in a familiar Y4 text <p>Summary</p> <ul style="list-style-type: none"> Summarise the main ideas from across a Y4 familiar text (more than 2 paragraphs) <p>Vocabulary</p> <ul style="list-style-type: none"> Identify words and phrases that capture the reader’s interest and imagination and explain why I think the author has chosen them within a familiar Y4 text Work out the meaning of ambitious words in Y4 texts from the context <p>Literary Conventions & Themes</p> <ul style="list-style-type: none"> Use knowledge of the text structure to locate information in a familiar Y4 text Identify themes and conventions used in particular text type in a familiar Y4 text 	<ul style="list-style-type: none"> Begin to ask relevant questions to improve own understanding about a Y4 text read independently Identify how language, structure and presentation contribute to meaning Begin to quote directly from an independently read Y4 text to support ideas <p>Self-Monitoring</p> <ul style="list-style-type: none"> Read aloud with intonation that shows understanding <p>Prediction</p> <ul style="list-style-type: none"> Predict what might happen from details stated and implied (GD – with detailed reasoned justifications) <p>Inference</p> <ul style="list-style-type: none"> Begin to use inference skills to discuss: character, moods, feelings and attitudes using the clues from the a Y4 text read independently Begin to identify the difference between statements of fact and opinion in a Y4 text read independently <p>Retrieval</p> <ul style="list-style-type: none"> Begin to precisely retrieve words and phrases from the text to support discussion around characters’ feelings, thoughts and motives within a Y4 text read independently Begin to retrieve and record information from a non-fiction Y4 text read independently Begin to locate information by skimming and scanning in a Y4 text read independently Begin to use text marking to support retrieval of information or ideas or ideas from texts (highlighting, notes in a margin) in a Y4 text read independently <p>Summary</p> <ul style="list-style-type: none"> Begin to summarise the main ideas from across a Y4 text read independently (more than 2 paragraphs) <p>Vocabulary</p> <ul style="list-style-type: none"> Begin to identify words and phrases that capture the reader’s interest and imagination and explain why I think the author has chosen them within a independently read Y4 text Work out the meaning of ambitious words in Y4 texts from the context <p>Literary Conventions & Themes</p> <ul style="list-style-type: none"> Begin to use knowledge of the text structure to locate information in a Y4 text read independently Identify themes and conventions used in particular text type in a familiar Y4 text 	<ul style="list-style-type: none"> Ask relevant questions about a text Identify how language, structure and presentation contribute to meaning Quote directly from an independently read Y4 text to support ideas <p>Self-Monitoring</p> <ul style="list-style-type: none"> Read aloud with intonation that shows understanding <p>Prediction</p> <ul style="list-style-type: none"> Predict what might happen from details stated and implied (GD – with detailed reasoned justifications) <p>Inference</p> <ul style="list-style-type: none"> Use inference skills to discuss: character, moods, feelings and attitudes using the clues from the text Identify the difference between statements of fact and opinion in a Y4 text reading independently <p>Retrieval</p> <ul style="list-style-type: none"> Precisely retrieve words and phrases from the text to support discussion around characters’ feelings, thoughts and motives within a Y4 text read independently Retrieve and record information from a non-fiction Y4 text Locate information by skimming and scanning in a Y4 text read independently To use text marking to support retrieval of information or ideas or ideas from texts (highlighting, notes in a margin) in a Y4 text read independently <p>Summary</p> <ul style="list-style-type: none"> Summarise the main ideas from across a Y4 text (more than 2 paragraphs) <p>Vocabulary</p> <ul style="list-style-type: none"> Identify words and phrases that capture the reader’s interest and imagination and explain why I think the author has chosen them within an independently read Y4 text Work out the meaning of ambitious words in Y4 texts from the context Evaluate how authors use individual words and phrases, including figurative language <p>Literary Conventions & Themes</p> <ul style="list-style-type: none"> Use knowledge of the text structure to locate information in a Y4 text read independently Identify themes and conventions used in particular text type in a familiar Y4 text
Greater Depth		
<ul style="list-style-type: none"> Obtains high score in standardised test Reads for pleasure as evidenced by a wide and broad range of texts 	<ul style="list-style-type: none"> Obtains high score in standardised test Reads for pleasure as evidenced by a wide and broad range of texts 	<ul style="list-style-type: none"> Obtains high score in standardised test Reads for pleasure as evidenced by a wide and broad range of texts