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

Year 4 - Autumn	Year 4 - Spring	Year 4 - Summer
Expected Standard		
Word Reading	**Word Reading**	**Word Reading**
• Read age appropriately as evidenced by: Bookband; • Salford test within 3 months of chronological age; • Last standardised test score between 97 - 103 • Read age appropriate books – see list for indication of level of difficulty • 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	• 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	• 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**
• 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 **Self-Monitoring** • Read aloud with intonation that shows understanding **Prediction** • Predict what might happen from details stated and implied in a Y4 text (GD – with detailed reasoned justifications) **Inference** • Identify the difference between statements of fact and opinion in a familiar Y4 text • Use inference skills to discuss: character, moods, feelings and attitudes using the clues from a familiar Y4 text **Retrieval** • 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 familar 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 **Summary** • Summarise the main ideas from across a Y4 familiar text (more than 2 paragraphs) **Vocabulary** • Identify words and phrases that capture the reader's interest and imagination and explain why they 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 **Literary Conventions & Themes** • 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 • Gives reasoned detailed justifications for their answers	• 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 **Self-Monitoring** • Read aloud with intonation that shows understanding **Prediction** • Predict what might happen from details stated and implied (GD – with detailed reasoned justifications) **Inference** • 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 **Retrieval** • 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 **Summary** • Begin to summarise the main ideas from across a Y4 text read independently (more than 2 paragraphs **Vocabulary** • 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 **Literary Conventions & Themes** • 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 Y4 text read independently	• 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 **Self-Monitoring** • Read aloud with intonation that shows understanding **Prediction** • Predict what might happen from details stated and implied (GD – with detailed reasoned justifications) **Inference** • 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 **Retrieval** • 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 **Summary** • Summarise the main ideas from across a Y4 text (more than 2 paragraphs) **Vocabulary** • 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 **Literary Conventions & Themes** • 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 Y4 text read independently
Greater Depth		
• Obtains high score in standardised test • Reads for pleasure as evidenced by a wide and broad range of texts	• Obtains high score in standardised test • Reads for pleasure as evidenced by a wide and broad range of texts	• Obtains high score in standardised test • Reads for pleasure as evidenced by a wide and broad range of texts