

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

	<ul style="list-style-type: none"> <li>• Use notes to summarise the main points of a text</li> <li>• Uses organisational devices to locate information including labels, diagrams and charts, and uses appropriate terminology</li> <li>• Make use of non-fiction features to find information from the text</li> <li>• Identify the features of different text-types</li> <li>• Understand how paragraphs are used to order and build up ideas</li> <li>• Can pause appropriately in response to punctuation and/or meaning</li> </ul>	<p>marking</p> <ul style="list-style-type: none"> <li>• Can extract information from non-fiction texts, using contents, index, chapters, headings and glossary appropriately</li> <li>• Can confidently use alphabetically ordered texts to find information</li> <li>• Start to refer to the text to justify opinions but may paraphrase rather than give direct quotes</li> <li>• Identify features of different fiction genres</li> <li>• Identify structures and grammatical features of non-fiction</li> <li>• Use an understanding of the structure of non-chronological reports and explanations to make predictions</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Justify opinions and elaborate by referring to the text</li> <li>• Show understanding of significant ideas, themes, events and characters</li> <li>• Can choose own reference sources for relevance of content</li> <li>• Knows what a key/index/contents list/glossary are for and uses them effectively</li> <li>• Identifies and comments on different points of view</li> <li>• Identify the features of explanation and persuasion texts</li> <li>• Is able to discuss plot, and beginning to recognise complications and how they are resolved</li> <li>• Is able to discuss the elements and purpose of different text structures</li> <li>• Is able to make critical comparisons between texts and evaluate their usefulness with reference to type of text</li> <li>• Identify features of different fiction genres.</li> <li>• Compare, contrast and evaluate different non-fiction texts</li> </ul>
<b>YEAR 4</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<b>READING SKILL 3-</b>  <b>READING DETECTIVE</b>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> </ul>		

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

		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
<b>YEAR 4</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 5-	<ul style="list-style-type: none"> <li>• Identifying themes and conventions in a wide range of books</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Identifying how language, structure, and presentation contribute to meaning</li> </ul>		
<b>PURPOSE &amp; IMPACT</b>	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Evaluate specific texts with reference to text types</li> <li>• Begins to identify and comment on different points of view in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Comments identify the author’s main purpose</li> <li>• Understand how the author wants the reader to respond</li> </ul>	<ul style="list-style-type: none"> <li>• Express personal response, although with limited awareness of the writers viewpoint or the effect on the reader</li> </ul>
<b>YEAR 4</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 6-	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• 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.</li> </ul>		
<b>REAL READER!</b>	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• 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’</li> <li>• 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’</li> </ul>	<ul style="list-style-type: none"> <li>• Makes connections between books by the same author – ‘Michael Morpurgo often starts his stories in the present but then goes back in time’</li> <li>• 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’</li> </ul>	<ul style="list-style-type: none"> <li>• 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’</li> </ul>

