

Year 4	Beginning	Within	Secure	End of LKS2 expectations
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>➤ I can read a range of standard appropriate texts fluently and accurately</li> <li>➤ I can read fiction silently for longer periods; close read non-fiction for information</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can read silently for more sustained periods</li> <li>➤ I can read, using connectives and clauses to help fluency and meaning</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account</li> <li>➤ I can read aloud well, pausing at full stops, and changing voice for exclamation, question and speech marks.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□□ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, 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> </ul>

<p><b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>➤ I can skim and scan to identify key ideas in text</li> <li>➤ I can use knowledge of text structure to locate information</li> <li>➤ I can quote directly from text to answer questions</li> <li>➤ I can clarify the meanings of ambitious words/phrases in context</li> <li>➤ I can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act</li> <li>➤ I can explore alternatives that could have occurred in texts, referring to text</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can talk about the effects of different words and phrases to create different images and atmosphere</li> <li>➤ I can talk about the author's choice of language and its effect on the reader in non-fiction texts</li> <li>➤ I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes</li> <li>➤ I can refer to the text to support opinions and predictions</li> <li>➤ I can identify and discuss the various features of fiction genres</li> <li>➤ I can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can identify the point of view from which a story is told and how this affects the reader's response</li> <li>➤ I can talk with friends about books and listen to the opinions of others, in order to share book recommendations and widen understanding of the world</li> <li>➤ I can understand that figurative language creates images</li> <li>➤ I can discuss the work of some established authors and I know what is special about their work</li> <li>➤ I can justify preferences in terms of authors' styles</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop positive attitudes to reading and understanding of what they read by:</li> <li><input type="checkbox"/> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li><input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes</li> <li><input type="checkbox"/> using dictionaries to check the meaning of words that they have read</li> <li><input type="checkbox"/> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li><input type="checkbox"/> identifying themes and conventions in a wide range of books</li> <li><input type="checkbox"/> preparing poems and play scripts to read aloud and to perform,</li> </ul>
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	<p>to justify my ideas</p> <ul style="list-style-type: none"> <li>➤ I can understand and explain different characters' points of view</li> <li>➤ I can infer meaning, using evidence from the text and wider experiences</li> <li>➤ I can identify and explain the difference between fact and opinion</li> <li>➤ I can recognise the different text features within a variety of mixed-genre texts</li> <li>➤ I can discuss what and when I like to read</li> </ul>	<p>text</p> <ul style="list-style-type: none"> <li>➤ I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution</li> <li>➤ I can compare and talk about the structures and features of a range of non-fiction texts</li> <li>➤ I can identify the ways in which paragraphs are linked</li> <li>➤ I can talk about how an author builds a character through dialogue, action and description</li> <li>➤ I can talk with my friends about our books</li> </ul>	<p>and themes</p> <ul style="list-style-type: none"> <li>➤ I can infer and deduce meaning based on evidence from different points in the text</li> <li>➤ I can talk about how a character could be seen in different ways, depending on how the author chooses to portray them</li> <li>➤ I can refer to the text to support opinions and elaborate</li> </ul>	<p>showing understanding through intonation, tone, volume and action</p> <ul style="list-style-type: none"> <li>☐ discussing words and phrases that capture the reader's interest and imagination</li> <li>☐ recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>☐ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>☐ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>☐ asking questions to improve their understanding of a text</li> <li>☐ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>☐ predicting what</li> </ul> </li> </ul>
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