

Year 4 Reading

Age related Expectations Assessment Grid for Reading: Year 4

Name _____

Class- Y1

Y2

Y3

Y4

Y5

Y6

	Word Reading	Comprehension	Comprehension	Comprehension	Comprehension
		I can understand and interpret	I can comment on structure and organisation	I can talk about the writers style	I can talk about the writers viewpoint and how this makes the reader feel
Year 4: Emerging	<p>Read an even greater variety of suffixes (ive, tion, ic etc) and prefixes (anti, co, non, pre, ex etc)</p> <p>Read longer words by testing out different pronunciations.</p>	<p>Identify and discuss issues, locating evidence from the text</p> <p>Interpret the effects of words and phrases for example to create humour, images and atmosphere</p> <p>Infer reasons for actions and events based upon evidence from the text</p> <p>Distinguishes between fact and opinion</p> <p>Routinely skims, scans and make notes across the curriculum</p> <p>Show understanding through tone, intonation, volume and action within poems and playscripts read aloud or performed.</p>	<p>Makes comparisons between different texts types and evaluate their usefulness.</p> <p>Use non-fiction texts to extract information across the curriculum.</p>	<p>Beginning to identify the shades of meaning that create mood and build up tension.</p> <p>Comment upon the use and effect of author's language.</p>	<p>Distinguish between fact and opinion across a variety of texts and across the curriculum.</p> <p>Justify predictions they make by referring to the story 'James was feeling anxious because he couldn't eat any breakfast'</p> <p>Empathise with characters motives and behaviour</p>
Year 4: Meeting	<p>Read on sight all the words from year 3 and 4 word list</p> <p>Extend their understanding and interest in the meaning and origin of words.</p> <p>Select and read a range of appropriate texts fluently and accurately.</p> <p>Uses contextual knowledge to determine meaning.</p> <p>Skim and scan to identify key ideas.</p> <p>Understand how the meaning of sentences is shaped by punctuation, word order or connectives.</p> <p>Tackles unfamiliar words using appropriate strategies.</p>	<p>Identify and draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying comments with evidence.</p> <p>Understands how to convey their comprehension of a text by performing and reading aloud with expression.</p> <p>Recognises the impersonal style of factual texts</p> <p>Justifies opinions and elaborates by referring to the text.</p> <p>Shows understanding of significant ideas, themes, events and characters.</p> <p>Re-reads to check accuracy.</p> <p>Can prepare for research by selecting appropriate sources of information.</p>	<p>Makes comparisons between different texts types and evaluate their usefulness.</p> <p>Identify features of different fiction genres.</p> <p>Routinely and independently uses non-fiction texts to extract information across the curriculum. (Increased challenge within the texts).</p> <p>Compare, contrast and evaluate different non-fiction texts.</p> <p>Able to explain purpose and effect of layout/organisation in non-fiction.</p> <p>Understands how paragraphs and chapters are used to order and build up ideas.</p>	<p>Replicates the authors style in short narratives or summaries.</p> <p>Routinely discuss the shades of meaning that create mood and build up tension.</p> <p>Routinely discuss the shades of meaning that create mood and build up tension.</p> <p>Able to identify specific techniques eg. simile, metaphor, repetition, exaggeration.</p>	<p>Distinguish between fact and opinion across a variety of texts and across the curriculum.</p> <p>Recognises how the author encourages the reader to emphasise with the character, or a particular viewpoint or opinion.</p> <p>Expresses personal response. Able to explain author's point of view simply.</p>
Year 4: Deepening	<p>Read the full range of prefixes and suffixes</p> <p>Routinely extend their understanding and interest in the meaning and origin of words</p> <p>Show awareness of the listener through the use of pauses, giving emphasis and keeping appropriate pace so as to entertain and maintain interest.</p> <p>Take part in peer discussion about book.</p> <p>Compare the language in older texts with modern standard English</p>	<p>Demonstrate understanding of underlying themes, events etc</p> <p>Discuss the plot and how complications are resolved</p> <p>Empathise with different characters' point of view</p> <p>Confidently identify and draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying actions with evidence.</p> <p>Compares fictional accounts in historical novels with the factual account</p>	<p>Make critical comparisons between texts and evaluate their effectiveness with reference to the type of text</p>	<p>Comment on the effect of figurative language to create an effect</p> <p>Confidently discuss the shades of meaning that create mood and build up tension.</p> <p>Evaluates the use and effect of author's language.</p> <p>Routinely identifies specific techniques eg. simile, metaphor, repetition, exaggeration.</p>	<p>Distinguish between fact and opinion across a variety of texts and across the curriculum.</p> <p>Comments on and identifies the author's main purpose.</p> <p>Able to explain reasons for personal response to text.</p> <p>Appreciate the bias in persuasive writing, including adverts and articles</p> <p>Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.</p>