

## Year 4 reading assessment

	Working towards expected standard	Working at the national standard	Working at greater depth
	Sufficient evidence shows the ability to...	Sufficient evidence shows the ability to...	Sufficient evidence shows the ability to...
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>Read a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths, legends, poetry, plays and non-fiction books), developing in fluency; read with occasional support.</li> <li>Read a developing range of common exception words by sight, noting unusual correspondence between spelling and sound.</li> <li>Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words.</li> <li>Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. usually, completely, disagree, simply, misbehave.</li> <li>Prepare poems and play scripts to read aloud and perform, with support; attempt to use appropriate intonation and volume</li> </ul>	<ul style="list-style-type: none"> <li>Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.</li> <li>Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.</li> <li>Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</li> <li>Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.</li> <li>Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books).</li> <li>Read almost all common exception words automatically, noting unusual correspondence between spelling and sound.</li> <li>Use phonic skills automatically where relevant, to address unfamiliar or challenging words.</li> <li>Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. immature, impatient, international, autobiography, frantically, vigorous, spontaneous.</li> <li>Independently or in small groups, prepare poems and play scripts to read aloud and perform. Show appropriate intonation, tone, expression and volume when reciting or reading aloud.</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Enjoy reading a range of texts, making choices and being able to say why those choices were made; talk about books read in and out of school.</li> <li>Listen to and talk about a range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.</li> <li>Listen to and talk about some non-fiction or reference or text books, that are structured in different ways; identify some typical features e.g. title, subheadings, lists of facts and information, photographs.</li> <li>Identify themes in a range of books e.g. identify a theme of 'wintry settings' or 'life style in another country'; begin to recognise the conventions of a legend or play; recognise how a non-fiction book is presented in order to better inform the reader.</li> <li>Recognise several different forms of poetry, such as shape poems, free verse or narrative; recognise their differences.</li> <li>Draw inferences not immediately obvious from the text e.g. characters' feelings, thoughts and motives, from their actions or words.</li> <li>Predict what might happen, sometimes independently.</li> <li>Find ways to explain what words within texts mean; use a dictionary with guidance, to check meanings.</li> <li>Sometimes re-read or self-check, to make the meaning clear.</li> <li>Provide a simple explanation of a text, to show their understanding.</li> <li>Find and record information; sometimes require support.</li> <li>Begin to identify how words or presentation contribute to meaning e.g. the diagram and labels help you understand the different parts of a plant; the use of bold font makes the important facts stand out.</li> <li>Pick out words and phrases which interest them and help them to imagine things.</li> <li>During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say</li> </ul>	<ul style="list-style-type: none"> <li>Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school, making textual references.</li> <li>Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments.</li> <li>Listen to and discuss a range of non-fiction and reference or textbooks that are structured in different ways; identify their particular characteristics; recognise typical presentational features.</li> <li>Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.</li> <li>Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.</li> <li>Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons.</li> <li>Predict what might happen from details stated and implied.</li> <li>Explain the meaning of words in context; use dictionaries to check meanings.</li> <li>Check the text makes sense, reading to the punctuation and habitually re-reading.</li> <li>Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.</li> <li>Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.</li> <li>Retrieve and record information from non-fiction texts.</li> <li>Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.</li> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say</li> </ul>	<ul style="list-style-type: none"> <li>Fully engage with and enjoy reading a wide range of texts, making choices and explaining preferences; justify preferred authors and text types, drawing comparisons; know how to locate books in a library.</li> <li>Listen to, discuss, express and justify views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays.</li> <li>Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their particular characteristics confidently and independently; identify typical presentational features.</li> <li>Independently or in groups, identify themes and conventions in a range of books. Make comparisons.</li> <li>Recognise, compare and evaluate several different forms of poetry.</li> <li>Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.</li> <li>Provide credible and insightful predictions about what might happen.</li> <li>Explain the precise meaning of words in context; use dictionaries independently.</li> <li>Re-read automatically to ensure that the text makes sense, reading to the punctuation.</li> <li>Provide explanations that show their high level of understanding of the text.</li> <li>Confidently identify and summarise main ideas drawn from more than one paragraph.</li> <li>Retrieve and record information competently from non-fiction texts.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Discuss and precisely explain vocabulary that captures the reader's imagination.</li> <li>During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say</li> </ul>