

Reading Assessment – Year 4

Autumn Term	Spring Term	Summer Term
<u>Word reading & decoding</u>	<u>Word reading & decoding</u>	<u>Word reading & decoding</u>
<ul style="list-style-type: none"> • Begin to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read some common exception words 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read many common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • Confidently apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read the common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
<u>Comprehension</u>	<u>Comprehension</u>	<u>Comprehension</u>
<ul style="list-style-type: none"> • Listen to and discuss some fiction and non-fiction material including poetry, plays, reference books and text books • Use dictionaries to check the meaning of words they have read with adult support • Retell some fairy stories, myths and legends with prompts from an adult • Prepare poems and plays to perform aloud and begin to do so • Begin to identify themes and conventions in some books • Begin to identify words and phrases that have been used to interest and capture the reader’s imagination with adult support • Ask more complex questions to improve their understanding of a text • Make simple inferences about character’s feelings, thoughts and motivations based on their actions independently • Begin to make predictions rooted in evidence of what is stated and implied with adult support • Begin to explain the meaning of words in context to check that the reading makes sense • Begin to summarise ideas from more than one paragraph • Begin to retrieve and record information from non-fiction materials with adult support • Begin to 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 	<ul style="list-style-type: none"> • Listen to and discuss fiction and non-fiction material including poetry, plays, reference books and text books and develop a positive attitude to reading by doing so • Use dictionaries to check the meaning of words they have independently • Read and retell a range of fairy stories, myths and legends • Prepare poems and plays to perform aloud and do so using intonation and volume to show their understanding of the text • Identify themes and conventions in a range of books • Identify words and phrases that have been used to interest and capture the reader’s imagination independently • Ask more complex questions to improve their understanding of a text • Make simple inferences about character’s feelings, thoughts and motivations based on their actions independently and begin to justify these with evidence • Make predictions rooted in evidence of what is stated and implied independently • Explain and discuss their understanding of the text and some new word meanings in context to check that it makes sense • Summarise ideas from more than one paragraph in some of what they read independently • Retrieve and record information from non-fiction materials independently with some accuracy • Participate in some discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Listen to and confidently discuss a range of fiction and non-fiction material including poetry, plays, reference books and text books • Display a positive attitude to reading a range of materials • Show an independent interest in learning what unfamiliar words that they have read mean and use a dictionary to find this out • Prepare poems and plays to perform aloud and do so using intonation, tone, action and volume to show their understanding of the text • Identify themes and conventions in a wide range of books • Identify words and phrases that have been used to interest and capture the reader’s imagination independently and explain why • Ask more complex questions to improve their understanding of a text • Make simple inferences about character’s feelings, thoughts and motivations based on their actions and independently justify these with evidence • Make predictions rooted in evidence of what is stated and implied independently with confidence and accuracy • Explain and discuss their understanding of the text and new word meanings in context to check that it makes sense accurately and confidently • Summarise ideas from more than one paragraph in much of what they read independently • Retrieve information from non-fiction materials independently that is mostly accurate • Confidently participate in most discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say