

## Year Four Reading

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six	

	Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Word Reading	<ol style="list-style-type: none"> <li>I can read by sight 60 of the year three/four high frequency words.</li> <li>I use my knowledge of root words and prefixes (etymology and morphology) to read and to understand the meaning of new words. eg. in-, im-, re-, ir-, sub-, auto-, inter-</li> </ol>	<ol style="list-style-type: none"> <li>I can read by sight 80 of the year three/four high frequency words.</li> <li>I use my knowledge of root words and suffixes (etymology and morphology) to read and to understand the meaning of new words. e.g -ly, -ous</li> </ol>	<ol style="list-style-type: none"> <li>I can read by sight 90 of the year three/four high frequency words.</li> <li>I use my knowledge of root words, prefixes and suffixes (etymology and morphology) to read and to understand the meaning of new words.</li> <li>I can read age appropriate books aloud using my skills without hesitation and I re-read books to develop my fluency and confidence.</li> </ol>	I have all of the expected strands and I am embedding these skills in all subjects.
Comprehension	<p><b>AGE APPROPRIATE TEXTS</b></p> <p><b>Fiction</b></p> <ol style="list-style-type: none"> <li>I listen to and discuss a range of fiction texts (using age appropriate texts).</li> <li>I can talk about the structure of a story referring to the story mountain.</li> <li>I can recall a variety of fairy stories, myths and legends</li> </ol> <p><b>Non Fiction/Reference</b></p> <ol style="list-style-type: none"> <li>I listen to and discuss a range of non fiction texts.</li> <li>I can talk about the structures of non fiction text (e.g. contents, index, glossary, headings, subheadings, introduction, body, fact boxes)</li> </ol> <p><b>Poetry</b></p> <ol style="list-style-type: none"> <li>I listen to and discuss a range of poetry.</li> <li>I can talk about the structure of different poems (e.g. shape, acrostic, narrative, riddle)</li> </ol> <p><b>Plays</b></p> <ol style="list-style-type: none"> <li>I listen to and discuss a range of play scripts</li> <li>I can talk about the structure of different play scripts (e.g. stage directions)</li> </ol>			I have all of the expected strands and I am embedding these skills in all subjects.

		Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Comprehension	SKILLS	12. I can use my knowledge of the alphabet to find a word in the dictionary quickly.	25. I am becoming confident with using a selection of dictionaries.	<b>39. I can use my knowledge of the alphabet to find a word in the dictionary, quickly and accurately.</b>	<i>I have all of the expected strands and I am embedding these skills in all subjects.</i>
		13. I am beginning to choose the appropriate meaning for the word I have searched.	26. I can choose the appropriate meaning for the word I have searched.	<b>40. I can check the meaning of words that I do not know correctly.</b>	
		14. I can discuss words in a text which I find interesting and suggest words which are similar.	27. I can discuss phrases in a text which I find interesting and suggest what they mean.	<b>41. I can discuss words and phrases in a text which I find interesting or capture my imagination and share them with others.</b>	
		15. I can check that the text makes sense to me and I can share my understanding.	28. I explain the meaning of unfamiliar words when I discuss what the text means to me.	<b>42. I can check the text makes sense to me, discussing my understanding and explaining the meaning of words in relation to the text.</b>	
		16. I use a range of question words when asking questions about the text.	29. I know which question word is needed to get the answer I would like about the text.	<b>43. I ask appropriate questions to improve my understanding of the text</b>	
		17. I am beginning to draw inferences on the characters' feelings, thoughts and motives and to justify my opinions using evidence from the text.	30. I can draw inferences on the characters' feelings, thoughts and motives and I can justify my opinions, sometimes using evidence from the text.	<b>44. I can draw inferences on the characters' feelings, thoughts and motives and I can justify my opinions with appropriate evidence.</b>	
		18. In a group I can predict what might happen from what has been implied in the text.	31. I am beginning to predict what might happen from what has been implied in the text.	<b>45. I can predict what might happen from what has been implied in the text.</b>	
		19. I can compare texts and identify their themes and conventions.	32. I can accurately compare texts and identify their themes and conventions accurately.	<b>46. I can identify themes and conventions in a range of books.</b>	
		20. In a group I can summarise the ideas from one paragraph.	33. I can summarise the main ideas from one paragraph.	<b>47. I can identify the main ideas from one paragraph and summarise them.</b>	
		21. I am beginning to retrieve key words from non fiction texts to answer a question.	34. I can retrieve key information from non fiction texts to answer a question.	<b>48. I can retrieve and record key information from a range of non fiction texts.</b>	
22. I prepare poems to perform to others showing awareness of my audience.	35. I prepare play scripts to perform to others showing awareness of my audience.	<b>49. I prepare poems and play scripts to read aloud and to perform with appropriate intonation, tone, volume and action.</b>			
				<b>50. I participate in discussions about books I have read and ones read to me, taking turns and listening to what others say.</b>	
				<b>51. I can identify how language, structure and presentation contribute to meaning.</b>	

