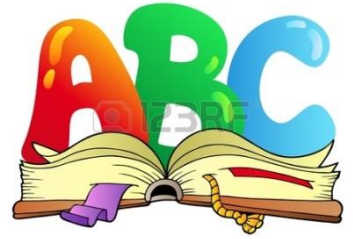




Year 4 Reading

Word Reading

- ✓ I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words.
- ✓ I can read and decode further exception words accurately, including words that do not follow spelling patterns.



Comprehension

- ✓ I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ✓ I can show that I enjoy reading by reading lots of different types of books and for different reasons.
- ✓ I can use a dictionary to check the meaning of words.
- ✓ I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.
- ✓ I can discuss words and phrases that excite me in the books that I read.
- ✓ I can discuss different types of poetry e.g. free verse and narrative poetry.
- ✓ I can check what I have read, and that I have understood it, by telling someone else what has happened.
- ✓ I can ask questions about what I have read to help me understand a complicated text.
- ✓ I can tell from what I have read how a character is feeling and thinking and why they carry out an action.
- ✓ I can predict what will happen in a text, using details I have already read to help me.
- ✓ I can summarise what has happened in a text, using themes from paragraphs to help me.
- ✓ I can understand how the use of words in a text, how it is set out and its presentation add to its meaning.
- ✓ I can find and record information from non-fiction texts over a wide range of subjects.
- ✓ I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others.
- ✓ I can show you the parts of the text that tell me this.



Spoken Language

- ✓ I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ✓ I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- ✓ I can discuss words and increasingly complex phrases that capture the reader's interest and imagination.
- ✓ I can ask reasoned questions to improve my understanding of a text.
- ✓ I can take part in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say.
- ✓ I can make up and repeat sentences aloud (including conversations) increasing my vocabulary and my knowledge of sentence structure.
- ✓ I can read aloud my own writing, to a group or the whole class, using the tone and volume of my voice so that the meaning is clear.
- ✓ I can describe positions on a 2-D grid using positive coordinates.
- ✓ I can describe movements between positions as translations of a given unit to the left/right and up/down.
- ✓ I can ask relevant questions with reasoning and use different types of scientific enquiries to answer them.
- ✓ I can make a clear and reasoned report on findings from scientific enquiries.
- ✓ I can use relevant scientific language to discuss my ideas with reasoning, and communicate findings in ways that are appropriate for different audiences.

