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| **Year Four – (As Year 3 and…)** | **NAME** |
| **WORD READING** |  |  |  |  |  |
| Read books at an age appropriate interest level.  |  |  |  |  |  |
| Use knowledge of root words to understand meanings of words. |  |  |  |  |  |
| Use prefixes to understand meanings e.g*. in- , ir–, sub–, inter–super–, anti–, auto* |  |  |  |  |  |
| Use suffixes to understand meanings e.g. –ation, - tion, – ssion, –cian, -sion. |  |  |  |  |  |
| Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list) |  |  |  |  |  |
| **COMPREHENSION** **Developing pleasure in reading and motivation to read** |  |  |  |  |  |
| Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. *fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts* |  |  |  |  |  |
| Regularly listen to whole novels read aloud by the teacher |  |  |  |  |  |
| Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. |  |  |  |  |  |
| Learn a range of poems by heart and rehearse for performance |  |  |  |  |  |
| Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. |  |  |  |  |  |
| Orally retell a range of stories, including less familiar fairy stories, myths and legends |  |  |  |  |  |
| **Understanding the text** |  |  |  |  |  |
| Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination e.g. *metaphors, similes.* |  |  |  |  |  |
| Explain the meaning of key vocabulary within the context of the text. |  |  |  |  |  |
| Use dictionaries to check meanings of words in the texts that they read. |  |  |  |  |  |
| Use punctuation to determine intonation and expression when reading aloud to a range of audiences. |  |  |  |  |  |
| Make predictions based on information stated and implied |  |  |  |  |  |

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|  | **NAME** |
| **Continued…** |  |  |  |  |  |
| Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images |  |  |  |  |  |
| Justify responses to the text using the PE prompt (**P**oint + **E**vidence). |  |  |  |  |  |
| Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals.* |  |  |  |  |  |
| Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence, |  |  |  |  |  |
| Identify main ideas drawn from more than one paragraph and summarise these *e.g. character is evil because…1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.* |  |  |  |  |  |
| Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. |  |  |  |  |  |
| Recognise and analyse different forms of poetry e.g. *haiku, limericks, kennings.* |  |  |  |  |  |
| **Retrieving and recording information from non-fiction** |  |  |  |  |  |
| Prepare for research by identifying what is already known about the subject and key questions to structure the task.  |  |  |  |  |  |
| Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen |  |  |  |  |  |
| Record information from a range of non-fiction texts. |  |  |  |  |  |
| Scan for dates, numbers and names. |  |  |  |  |  |
| Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.* |  |  |  |  |  |
| Explain how paragraphs are used to order or build up ideas, and how they are linked |  |  |  |  |  |
| **Participating in discussion** |  |  |  |  |  |
| Participate in discussion about what is read to them & read independently, taking turns and listening to what others say. |  |  |  |  |  |
| Develop and agree on rules for effective discussion.  |  |  |  |  |  |
| Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*  |  |  |  |  |  |