

Year 4 Term		Name:	Date	Date	Date	Date	Date	Date
		Target:						
Word reading	WR1	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words they meet						
	WR2	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word						
	WR3	Tests out different pronunciations, attempting to match what they decode to words they may have already heard but not seen in print						
Comprehension	Develop positive attitudes to reading and understanding of what they read	1	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks					
		2	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally					
		3	Read books that are structured in different ways and reading for a range of purposes					
		4	Use dictionaries to check the meaning of words that they have read					
		5	Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume & action					
		6	Discussing words & phrases that capture the reader's interest & imagination					
		7	Recognise some different forms of poetry (e.g. free verse, narrative poetry)					
		8	Identifying themes and conventions in a wide range of books (e.g. triumph of good over evil or magic in fairy stories)					
	Understand what they read, in books they can read independently	9	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context					
		10	Ask questions to improve their understanding of a text					
		11	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence					
		12	Predict what might happen from details stated and implied					
		13	Identify main ideas drawn from more than one paragraph and summarise these					
		14	Identify how language, structure, and presentation contribute to meaning					
		15	Retrieve and record information from non-fiction					
		16	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					
The KPIs are primarily assessed through 1:1 reading & work in books								
KPI questions provided		Teacher knowledge & coverage			Public reading & discussion			