Year 4 Reading Objectives

	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
1. Word Reading - Fluency and Decoding																																
4.1.a.1 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																																
4.1.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word																																
4.1.a.3 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered																																
4.1.a.4 Read aloud books closely matched to their improving fluency and understanding, sounding out unfamiliar words accurately, automatically and without undue hesitation																																
4.1.a.5 In Age Appropriate books: read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute																																
4.1.a.6 prepare readings with appropriate intonation to show their understanding;																																
4.1.a.7 Read silently and discuss what they have read																																
4.1.a.8 attempt to match what they decode to words they have already heard but may not have seen in print.																																
2. Comprehension - (A) Range of Reading																																
4.2.a.1 Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks																																
4.2.a.2 Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes																																
2. Comprehension - (B) Familiarity with Texts																																
4.2.b.1 Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally																																
4.2.b.2 Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in *and across* a wide range of writing																																
2. Comprehension - (C) Poetry and Performance																																
4.2.c.1 Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action																																
4.2.c.2 Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry, (e.g. free verse, narrative poetry)																																
2. Comprehension - (D) Word Meanings																																
4.2.d.1 Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read																																
4.2.d.2 Pupil can independently use a dictionary to check the meaning of words encountered in reading.																																
2 Comprehension - (E) Understanding																																
4.2.e.1 Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context																																

4.2.e.2 Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text																													
4.2.e.3 Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these																													
4.2.e.4Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in one or two sentences using key vocabulary from the text.																													
2. Comprehension - (F) Inference																													
4.2.f.1 Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence																													
4.2.f.2 Pupil is beginning to draw inferences from their independent reading of age-appropriate texts, often correct but not always fully supported by reference to the text: e.g. Dad turns Fudge upside down and threatens to do more than whack him on the back, but he is not being cruel. I think he is a good dad because he tries to stop Fudge annoying Peter and he carries the baby in the carrier sometimes. And all five of them go for ice cream every evening so he spends time with his family doing things kids like.																													
2. Comprehension - (G) Prediction																													
4.2.g.1 Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied																													
2. Comprehsnion - (H) Authorial Intent																													
4.2.h.1 Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination																													
4.2.h.2 Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning																													
2. Comprehension - (I) Non Fiction																													
4.2.i.1 Retrieve and record information from non-fiction																													
4.2.i.2 From the theme a pupil can plan sub-heading by using the contents pages.																													
4.2.i.3 The child can use contents pages and indexes to locate relevant information																													
4.2.i.4 Uses the glossary to locate word meanings and demonstrate understanding of this.																													
2. Comprehension - (J) Discussing Reading																													
4.2.j.1 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																													
3. Greater Depth Statements (Focus Education) Above 110 scaled score																													
4.3.1 Locate and use information from a range of sources, both fiction and non-fiction																													
4.3.2 Compare fictional accounts in historical novels with the factual account																													
4.3.3 Appreciate the bias in persuasive writing, including articles and advertisements																													
4.3.4 Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce																													
4.3.5 Use inference and deduction to work out the characteristics of different people from a story																													
4.3.6 Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary);																													
4.3.7 Skim, scan and organise non- fiction information under different headings																													
4.3.8 Refer to the text to support predictions and opinions																													
4.3.9 Recognise complex sentences																													
4.3.10 Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest																													

2) Comprehension Note for references to 'age-appropriate' texts: The English programmes of study: key stages 1 and 2 (page 26) states that 'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. That is why the programme of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.' It goes on to say (page 35) that 'Pupils should continue to apply what they have already learnt to more complex writing.' For this reason, the 'What to look for' descriptors read very similarly across the year groups for comprehension, so progression is achieved by increasing the complexity and challenge of what pupils are being asked to read and the questions they are being asked to discuss. The examples given are drawn from 'age-appropriate' texts. Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group.																															