

Year 4	Step 1	Step 2	ARE	Greater Depth
<p>Attitudes to reading: develop pleasure in reading, motivation to read and develop vocabulary and understanding</p> <p>Terminology for pupils: vowel, consonant, suffix, prefix, apostrophe, possessive, plural, contraction, homophone, conjunction, clause, subordinate clause, direct speech, inverted commas (speech marks), pronoun, possessive pronoun, adverbial</p>			<p>Children must be achieving these skills within the brown book bands level to be working at age related standards. Reading must be fluent and children should show stamina in order to read longer texts in given time frames.</p>	
<p>Word Reading</p>		<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above; read words containing common suffixes; read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and</p>	<p>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.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>All aspects of reading at the national standard are embedded.</p> <p>Books are selected in order to develop perseverance skills which challenge knowledge and word reading.</p> <p>Automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence</p> <p>Is able to reverse the process of reading adventurous vocabulary and use these in writing</p>

		<p>without undue hesitation; re-read these books to build up their fluency and confidence in word reading.</p>		
<p>Comprehension</p>		<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ie challenging texts being read to them by the teacher.</p> <p>Discuss the sequence of events in books and how items of information are related in both fiction and non-fiction eg how paragraphs or sections of text are linked. Experience non-fiction books that are structured in different ways.</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing</p>	<p>All aspects of reading comprehension at the national standard are embedded</p> <p>Understanding of age appropriate, challenging texts is demonstrated through the identification of key aspects of fiction and non-fiction; and simple explanations of how and why texts are structured according to their purposes</p> <p>Plausible inferences and predictions, based on what has been read, are offered and explained</p> <p>New words are understood through the exploration of their meaning in context, and by making links to known vocabulary</p> <p>Is able to discuss a range of books read during Year 4 and develop a range of viewpoints</p>

		<p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p> <p>Understand books that they can read accurately and fluently and books that they listen to by:</p> <ul style="list-style-type: none"> -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -making inferences on the basis of what is being said and done -answering and asking questions -predicting what might happen on the basis of what has been read so far 	<p>understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Discussing words and phrases that capture the reader’s interest and imagination.</p> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -asking questions to improve their understanding of a text -drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -identifying main ideas drawn from more than one paragraph and summarising these -identifying how language, structure, and presentation contribute to meaning 	
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