

End of Year 4 National Reading Expectations

| Reading |
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| Word reading |
| 1. I can develop a knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet. |
| 2. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. |
| Comprehension |
| <i>Develop positive attitudes to reading and understanding of what I read by:</i> |
| 3. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books. |
| 4. With support read books that are structured in different ways and reading for a range of purposes with age appropriate content and interest level. |
| 5. Using a dictionary to check the meaning of words that I have read. |
| 6. Increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. |
| 7. Beginning to identify themes and conventions in a wide range of books. |
| 8. Preparing simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. |
| 9. Discussing words and phrases that capture the reader's interest and imagination. |
| 10. Recognising some different forms of poetry (e.g. free verse, narrative poetry). |
| <i>Understand what I have read, in books they can read independently by:</i> |
| 11. Beginning to check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context, with some support. |
| 12. Asking retrieval and some inference questions to improve my understanding of a text. |
| 13. Drawing basic inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with increasing accuracy. |
| 14. Beginning to predict what might happen from details stated. |
| 15. Identifying main ideas drawn from more than one paragraph. |
| 16. Beginning to identify how features of a text contribute to meaning. |
| 17. Retrieve and record information from non-fiction. |
| 18. Participating in discussion about both books that are read to me and those I can read for myself. |