

Year 4 reading

Key performance indicator	Performance standard
<p>Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met</p> <p>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Uses dictionaries to check the meaning of words that have been read</p> <p>Identifies themes and conventions in a wide range of books</p> <p>Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word</p> <p>Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence</p> <p>Predicts what might happen from details stated and implied</p> <p>Identifies main ideas drawn from more than one paragraph and summarises these</p> <p>Retrieves and records information from non-fiction</p>	<p>With reference to the KPIs</p> <p>By the end of Y4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace</p> <p>A child can:</p> <ul style="list-style-type: none"> • read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity; • prepare readings with appropriate intonation to show their understanding; • summarise and present a familiar story in their own words; • read silently and then discuss what they have read; • attempt to match what they decode to words they may have already heard but may not have seen in print eg in reading the word technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar but /tɛknɪkəl/ ('teknical') should; • discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts; and • help develop, agree on and evaluate rules for effective discussion. <p>A child recognises the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions</p> <p>A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen</p> <p>In non-fiction, a child knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information</p>