Year 4 Reading

ZPD Reading Levels and expectations to the end of the year		End of Autumn Term 3.8	End of Spring Term 4.1	End of Summer Term 4.5
Aspect	Knowledge	Skills		
Word Reading		To use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression To read a wider range of common exception/ tricky words and I can see what makes them tricky To break words into different sized chunks, including syllables, to decode unknown words		
Wider reading and decoding strategies including fluency	I know to use decoding and reading strategies I have learnt to help me read. I know that reading with fluency will help me read with understanding.	To read with developing fluency by seeing the words that go together in phrases in sentences and scan ahead while reading to see what is coming. To demonstrate emotions in my tone that are appropriate to the context To notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information To read in my head.		

		To re-read sentences from the beginning if I stopped to decode a difficult word to maintain sense and my understanding of it. To use the range of punctuation accurately both at the end and within the sentence to help expression, pace, fluency and understanding. To make connections across different sentences I read and say them back in my own words using working memory.
Comprehension	I know that visualising the text as I read will give me a deeper understanding.	To picture characters, settings and events to help me understand a text.
Comprehension	I know that retrieving information from the text as I read will give me a deeper understanding.	To find and record information from a wide range of texts, pointing to the evidence.
Comprehension	I know that summarising the text as I read will give me a deeper understanding of what I am reading.	To identify main ideas taken from a paragraph and summarise these in my own words. To match different summary labels to a sequence of paragraphs.
Comprehension	I know that inferring the text as I read will give me a deeper understanding.	To make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can begin to find evidence to support this
Comprehension		To make sensible predictions about what might happen from details that are stated and implied and change my predictions in light of new information.

Comprehension	I know that asking questions about the text as I read will give me a deeper understanding.	To ask questions and wonder to improve my understanding of the text.
Comprehension	I know that understanding the language in the text as I read will give me a deeper understanding.	To identify and discuss words and phrases that make the reader interested. To begin to identify how language, structure and presentation contribute to meaning. To use dictionaries to check the meaning of words I have read
Comprehension	I know that using the grammar knowledge I know in the text as I read will give me a deeper understanding.	To use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding and to scan ahead to spot punctuation that I am coming to. To begin to develop my skills to skim read texts and scan to find information ideas to give the gist of the text.
Comprehension	I know that using my prior knowledge as I read will give me a deeper understanding.	To use past experiences, what I have previously read and what I know about to support my understanding.
Response to Reading		To listen to and discuss a wide range of fiction, poetry, non-fiction and plays and make recommendations to others. To understand what I read in books and can discuss this, expressing opinions and giving evidence for this.

		To recognise different forms of poetry and stories and understand how the text contributes to meaning.
		To read aloud and perform poems, play scripts showing my understanding through intonation, tone, volume and actions.
		To begin to understand why authors have chosen particular words and phrases over alternative options based on the different shades of meaning.
		To find and record information from non-fiction texts and use the different organisational features to help me navigate my way around a page efficiently and explain the purpose of these features.
		To discuss a character's personality, events or actions and justify my ideas.
		To identify my favourite genres and use this to inform my book choices and make recommendations to others.
		To know a range of different authors and can talk more confidently about how their books are similar and different.
		To identify themes, structures and some purposes in a wide range of books.