



Legrave Primary School

Year 4 EEE

Subject: Reading

Legrave Primary School

STRIVING FOR EXCELLENCE, LEARNING FOR LIFE

Yr4	Emerging	Expected	Exceeding
Spoken word	Listens to and discusses a range of fiction, poetry, plays, non-fiction and reference books or textbooks	Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Listens to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	Prepares poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action	Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume
	Discusses words and phrases that capture the reader's interest and imagination	Discusses words and increasingly complex phrases that capture the reader's interest and imagination	Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader
	Asks questions to improve his/her understanding of a text	Asks reasoned questions to improve his/her understanding of a text	Asks questions to improve his/her understanding
	Participates in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say	Participates in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.	Identifies and discusses themes and conventions in and across a wide range of writing
	Composes and rehearses sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (<ref>English Appendix 2</ref>)	Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<ref>English Appendix 2</ref>)	Participates in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously
	Reads aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	Reads aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Explains and discusses his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
			Performs his/her own compositions, using appropriate intonation, volume, and movement so that the meaning is clear
Word reading	Applies his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; <ref>English Appendix 1</ref>	Applies his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; <ref>English Appendix 1</ref>	Reads aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling
	Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling <ref>English Appendix 1</ref>)	Reads and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling <ref>English Appendix 1</ref>)	
Comprehension	Maintains positive attitudes to reading and understanding of what he/she reads by:	Maintains positive attitudes to reading and understanding of what he/she reads by:	Maintains positive attitudes to reading and understanding of what he/she reads by:
	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays and non-fiction 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	<ul style="list-style-type: none"> reading books that are structured in different ways 	<ul style="list-style-type: none"> reading for a range of purposes 	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
	<ul style="list-style-type: none"> increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that he/she has read 	<ul style="list-style-type: none"> recommending books that he/she has read to his/her peers, giving reasons for their choices
	<ul style="list-style-type: none"> identifying themes in books 	<ul style="list-style-type: none"> reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally 	<ul style="list-style-type: none"> identifying and discussing themes and conventions in writing
	<ul style="list-style-type: none"> reading aloud poems and perform play scripts 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> making comparisons within a book
	<ul style="list-style-type: none"> discussing words that capture the reader's interest and imagination 	<ul style="list-style-type: none"> recognising some different forms of poetry <eg>free verse, narrative poetry</eg> 	<ul style="list-style-type: none"> preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
	Understands what he/she reads by:	Understands what he/she reads by:	Understands what he/she reads by:

<ul style="list-style-type: none"> checking that the text makes sense to him/her, discussing his/her understanding of words 	<ul style="list-style-type: none"> checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context
<ul style="list-style-type: none"> asking questions to improve his/her understanding of a text 	<ul style="list-style-type: none"> asking questions to improve his/her understanding of text with increasing complexity 	<ul style="list-style-type: none"> asking questions to improve his/her understanding of complex texts
<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<ul style="list-style-type: none"> predicting what might happen from details stated 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied in increasingly complex texts
<ul style="list-style-type: none"> identifying main ideas drawn from within one paragraph and summarise these 	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarise these 	Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader
<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech 	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials 	Distinguishes between statements of fact and opinion
Retrieves and records information from non-fiction	Retrieves and records information from non-fiction over a wide range of subjects	Retrieves, records and presents information from non-fiction
Participates in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say	Participates in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say	