DAYS LANE PRIMARY SCHOOL

Working towards the Y4 expected standard… (B/B+)		Evidence x 3		
		Autumn	Spring	Summer
Predicting	predict what might happen on the basis of what has been read so far			
Inferring	discuss words and phrases that capture the reader's interest and imagination			
	retrieve and record information from non-fiction			
Asking Questions	ask questions to improve their understanding of a text			
Evaluating	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			
Clarifying	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in year 3 and 4 Spelling NC, both to read aloud and to understand the meaning of new words they meet			
	apply approximately 50% of patterns listed in year 3 and 4 Spelling NC and use these to read aloud and to understand the meaning of new words they meet			
	check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context			
Making connections	participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously			
Summarising	quickly get the gist of a text by skimming			
	identify main ideas drawn from more than one paragraph and summarise these			
Oher	recognise some different forms of poetry [for example, free verse, narrative poetry]			
	using language to respond appropriately to other's ideas			

DAYS LANE
PRIMARY SCHOOL

Working at the Y4 expected standard... (w/w+/s)		Evidence x 3		
		Autumn	Spring	Summer
Predicting	predict what might happen from details stated and implied			
Inferring	draw inferences such as inferring characters' feelings, thoughts and motives from their actions			
	make comments that are supported by textual reference or quotation			
Asking Questions	ask questions to improve their understanding of a text			
	Clearly respond to, build upon and question others' ideas.			
Evaluating	identify how language, structure, and presentation contribute to meaning			
	read books that are structured in different ways and reading for a range of purposes			
	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			
	understand how the author has used dialogue, action and description to engage the reader, create images and advance the action of the plot.			
	participate deeply in discussions about what they read and what is read to them making reference to characters, plot, setting, opinions, purpose			
Clarifying	check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context			
	apply all of the root words, prefixes and suffixes listed in the year 3 and 4 Spelling NC, both to read aloud and to understand the meaning of new words they meet			
	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word			
	use dictionaries to check the meaning of words that they have read			
Making Connections	identify themes and conventions in a wide range of books			
	identify issues in texts and talking about them			
Summarising	identify main ideas drawn from more than one paragraph and summarising these concisely			
	retrieve and record information from a range of non-fiction text types			
	quickly get the gist of a text by skimming and identifying key words and phrases			
Other	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally			
	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action			
	recognise some different forms of poetry [for example, free verse, narrative poetry]			

DAYS LANE PRIMARY SCHOOL

Working at greater depth within the Y4 expected standard... (s+)		Evidence x 3		
		Autumn	Spring	Summer
Predicting				
Inferring	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			
	make comments with clear and accurate textual reference			
	draw inferences with comments securely rooted in the text			
	all textual references are carefully selected and phrased to accurately support points or views			
Asking Questions				
Evaluating	justify and explain points with greater detail and clarity			
	discuss and evaluate how authors use language and other techniques, considering the impact on the reader			
	identify a writer's point of view and the words/phrases used to express this			
	explain how language, structure and presentation contribute to meaning and evaluate their effectiveness.			
	read avidly a wide range of more challenging texts whilst making clear choices based on preference and purpose			
	carefully select from a range of texts based on genre or story preference			
	explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary			
	develop full and clear explanations and justifications of points			
	confidently and accurately present points, thoughts and feelings towards and book, author or theme, enthusing and engaging the listener			
	develop a strong set of preferences as a reader, including genres and authors and can articulate this with clarity			
Clarifying				
Making Connections	begin to explore and analyse themes and issues across a wider range of texts			
	read avidly a wide range of more challenging texts whilst making clear choices based on preference and purpose			
Summarising	use skimming, key words and indexes to efficiently retrieve information from non-fiction texts.			
Other	use a range of effective retrieval techniques to quickly and efficient provide evidence to support points			
	learn poetry by heart, using intonation, tone and volume to portray meaning and engage the audience and explain the choices they have made for their performance			
	perform a range of more complex poetry, using intonation, tone and volume to portray shades of meaning			
	read a range of more challenging books and texts to gather information as part of the research process			
	adapt reading style based on genre or purpose of reading e.g. detailed reading of narrative and skimming and other research techniques for non-fiction			
	develop a rich understanding of a wide range of text types and texts by different authors			
	carry out collaborative research using a variety of text-based sources as evidence and identify the reliability of different sources.			