

## Age-related expectations: Year Four

# Reading

### Word reading

1. Can fluently read a set text appropriate for their age.
2. Apply phonic knowledge and skills to read unfamiliar words.
3. Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y3,4 list) to read aloud and to understand the meaning of unfamiliar words.
4. Apply knowledge of morphology and etymology to read and understand words.
5. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
6. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### Finding and understanding facts

7. Check the text is meaningful, discussing understanding and explaining the meaning of words in context.
8. Retrieve and record information from non-fiction by beginning to skim and scan.
9. Identify and summarise main ideas / theme of a text (more than one paragraph).
10. Use dictionaries to check the meaning of unfamiliar words.

Use scanning and text marking to find and identify key information.

### Finding and understanding clues

11. Infer meanings and justify them with evidence from the text eg inferring characters' feelings, thoughts, motives from their actions.
12. Begins to explain the (non-literal) meaning of words in context eg 'My heart raced'.
13. Ask questions to improve understanding of a text.
14. Predict what might happen from details stated and implied (deduced information).

Identify how a writer uses language and punctuation to convey character.

Understand the bias in persuasive writing, including articles and advertisements.

Make relevant points to compare and contrast characters, finding evidence in the text.

### Organisation

15. Know non-fiction books / texts are structured in different ways and be able to use them effectively.
16. Know and recognise some of the literary conventions in text types covered.
17. Know and recognise themes in text types covered.
18. Understand and explain that narrative books are structured in different ways eg historical stories, fantasy stories.
19. Identify some text type organisational features eg narrative, explanation, persuasion.
20. Identify some text type language features eg narrative, explanation, persuasion.
21. Explain why text types are organised in a certain way.

### Writer's choice of language

22. Discuss and record words and phrases that writers use to engage and impact on the reader.
23. Identify how the writer has used precise word choices for effect to impact on the reader.
24. Show understanding that literary conventions in text types can influence a writer's choice / style.
25. Identify how a sentence can be changed by altering word order, tense, punctuation or by adding / deleting words.

Recognise how the meaning of sentences is created by word order and punctuation.

Identify how a writer uses language and punctuation to convey character.

Find and talk about how a writer uses vocabulary and grammatical features to create effects.

Begin to consider how the language contributes to the organisation of a text.

### Readers' opinions

26. Discuss texts that are read aloud and independently, explaining ideas and opinions, giving reasons.
27. Discuss texts that are read aloud and independently, listening to others' opinions and reasons.
28. Develop pleasure in reading, motivation to read, vocabulary and understanding.
29. Begin to build on others' ideas and opinions about a text in discussion.
30. Raise queries about texts.

Give an opinion, find evidence in the text to justify it. Point, evidence and attempt at explanation. (PEE)

Adapt own opinion in the light of further reading or others' ideas.

### Context

31. Know which books (and other texts) to select for specific purposes, especially in relation to science, history and geography learning.
32. Begin to understand simple themes in books (and other texts).
33. Experience and discuss a range of fiction, poetry, plays, non-fiction and reference / textbooks.
34. Know a wider range of stories, including fairy stories, traditional tales and myths.
35. Recognise some different forms of poetry – list poems, free verse, rhyming verse, etc.
36. Make connections between other similar texts.
37. Make connections with prior knowledge and experience.

Identify formal and informal language.

Compare the language in older texts with modern Standard English.

Talk widely about different writers, giving some information about their backgrounds and the type of literature they produce.

Compare fictional accounts in historical novels with the factual account.

### Oral retelling and performance

38. Orally re-tell some known stories.
39. Read aloud and perform poems and scripts, showing understanding through intonation, tone, volume and action.
40. Read aloud with intonation, tone, volume to show awareness of characters' speech, punctuation and some grammatical features (eg an embedded subordinate clause).