

Year 4 Reading Assessment

Working towards the expected standard						
Word Reading						
The pupil can:						
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet						
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.						
Comprehension						
The pupil can develop positive attitudes to reading and understanding of what they read. The pupil can:						
listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks						
read a range of books that are structured in different ways and read for a range of purposes						
use dictionaries to check the meaning of many unknown words that they have read						
increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally						
identify simple themes and conventions in an increasing range of books						
prepare short poems and play scripts excerpts to read aloud and to perform, showing some understanding through intonation, tone, volume and action						
discuss some words and phrases that capture the reader's interest and imagination						
recognise some different forms of poetry [for example, free verse, narrative poetry]						
The pupil can understand what they read; in books they can read independently. The pupil can:						
check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context						
ask some questions to improve their understanding of a text						
draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence						
predict what might happen from details stated and some which are implied						
identify main ideas drawn from more than one paragraph and summarising these						
identify how language and structure contribute to meaning						
retrieving and record some information from non-fiction						
participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say						
Working at the expected standard						
Word Reading						
The pupil can:						
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet						

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read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.							
Comprehension							
The pupil can develop positive attitudes to reading and understanding of what they read. The pupil can:							
listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks							
read a wide range of books that are structured in different ways and read for a range of purposes							
begin to use more complex dictionaries to check the meaning of many unknown words that they have read							
increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally with an appropriate use of story-book language							
identify themes and conventions in an increasing range of books							
prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action							
discuss many words and phrases that capture the reader's interest and imagination							
recognise a range of poetic forms [for example, free verse, narrative poetry]							
The pupil can understand what they read; in books they can read independently. The pupil can:							
check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context asking questions to improve their understanding of a text							
draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence							
predict what might happen from details stated and implied							
identify main ideas drawn from more than two paragraphs and summarise these							
identify how language, structure and presentation contribute to meaning							
confidently retrieve and record information from non-fiction							
confidently participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say							
Working higher than the expected standard							
Word Reading							
The pupil can:							
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet							
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.							

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Comprehension						
The pupil can develop positive attitudes to reading and understanding of what they read. The pupil can:						
listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks						
read a wide range of books that are structured in different ways and read for a wide range of purposes						
use more complex dictionaries to check the meaning of many unknown words that they have read						
increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally with an appropriate use of story-book language						
identify many themes and conventions in an increasingly wider range of books						
prepare poems and play scripts to read aloud and to perform, showing good understanding through intonation, tone, volume and action						
discuss many words and phrases that capture the reader's interest and imagination						
recognise many poetic forms [for example, free verse, narrative poetry]						
The pupil can understand what they read; in books they can read independently. The pupil can:						
ii check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context asking questions to improve their understanding of a text						
draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence						
confidently predict what might happen from details stated and implied						
identify main ideas drawn from more than two paragraphs and summarise these						
identify how language, structure and presentation contribute to meaning						
confidently retrieve and record information from non-fiction						
confidently participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say						