



## Age-related expectations: Year Four

# Reading

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Range of Texts                               | <p>Listening to and discussing a wide range of fiction, poetry, plays and non-fiction in different forms.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, being able to retell a range of less familiar stories.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry.</p> |
| Themes and Conventions                       | <p>Identifying themes and conventions in a wide range of books.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Making Inferences                            | <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and to justify inferences with specific evidence from the text independently.</p> <p>Predicting what might happen from details stated and implied and explaining them.</p>                                                                                                                                                                                                                                                |
| Comprehension                                | <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of more complex words in context.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Asking a wider range of questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these with more than one reason.</p>             |
| Retrieving Information                       | <p>Retrieve and record information from non-fiction.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Participation in discussion about books read | <p>Participate in discussion about both books that are read to them and those they can read, taking turns and listening to what others say.</p>                                                                                                                                                                                                                                                                                                                                                                                  |
| Language and Effect                          | <p>Identifying, classifying and discussing words and phrases that capture the reader's interest and imagination.</p>                                                                                                                                                                                                                                                                                                                                                                                                             |
| Word Reading                                 | <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>                                                                                                                                                                                                            |