



Year 4

Year 4							
Developing		Dates for evidence					
Word Reading							
I am beginning to understand the meaning of new root words and prefixes.							
I am beginning to apply my growing knowledge of root words and prefixes both to read aloud.							
I am beginning to understand the meaning of new root words and suffixes.							
I can read some further exception words, recognising the unusual correspondences between spelling and sound.							
I can, with support, read longer words by testing out different pronunciations.							
Comprehension							
I can listen to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.							
I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks using targeted questions.							
I can, with support, use dictionaries to check the meaning of words.							
I am increasing my familiarity with a range of books, including fairy stories, myths and legends and with support, I can retell some of these orally.							
I can, with support, identify some themes and conventions in a wide range of books.							
I can prepare poems and play scripts to read aloud and perform, showing some understanding through intonation, tone, volume and action.							
I can, with guidance, discuss words and phrases that capture the reader's interest and imagination.							
I can, with support, recognise some different forms of poetry [for example, free verse, narrative poetry].							
I can, with support, check that texts make sense, discussing my understanding, and explaining the meaning of words in context.							
I can, with guidance, ask questions to improve my understanding of a text.							
I can, with support, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.							
I can predict simple ideas for what might happen from details stated.							
I can, with support from teachers/resources, identify the main ideas drawing evidence from more than one paragraph.							
I can, with given themes, identify how language, structure and presentation contribute to its meaning.							
I can, as part of a guided group, retrieve and record information from non-fiction texts.							
Pupils contribute to discussion about books that are read to them and listen to what others say.							
Secure							
Word Reading							
I can apply my growing knowledge of most of the root words (etymology and morphology), both to read aloud and to understand the meaning of new words.							
I can apply my growing knowledge of most of the root words and prefixes (etymology and morphology), both to read aloud and to understand the meaning of new words.							
I can apply my growing knowledge of most of the root words and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words.							
I can read most further exception words, recognising the unusual correspondences between spelling and sound.							
I can read some longer words independently by testing out different pronunciations.							
Comprehension							
I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.							
I can use dictionaries to check the meaning of words.							
I am increasing my familiarity with a range of books, including fairy stories, myths and legends and I can retell some of these orally.							
I can identify themes and conventions in a wide range of books							
I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.							
I can discuss words and phrases that capture the reader's interest and imagination.							
I can recognise some different forms of poetry [for example, free verse, narrative poetry].							
I can check that the text makes sense, discussing my understanding, and explaining the meaning of words in context.							

I can ask questions to improve my understanding of texts.						
I can draw inferences such as inferring characters' feelings, thoughts and motives from my actions, and justify inferences with evidence.						
I can predict what might happen from details stated and implied.						
I can identify main ideas drawn from more than 1 paragraph and summarise these.						
I can identify how language, structure, and presentation contribute to meaning.						
I can retrieve and record information from non-fiction.						
I can participate in discussion about both books that are read to me and those that I read to myself, taking turns and listening to what others say.						