



Year 4 Reading Assessment

Reading: Word reading

In their reading they have demonstrated that they are confident in their ability to (they have a thorough understanding):

- | | |
|---|---|
| 1 | 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. |
| 2 | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. |

Reading: Comprehension

In their reading they have demonstrated that they are confident their ability to (this means they can achieve these targets independently):

- | | |
|---|---|
| 3 | Understand that reading books are structured in different ways and read for a range of purposes. |
| 4 | Use dictionaries to check the meaning of words that they have read. |
| 5 | Identify themes and conventions in a wide range of books. |
| 6 | Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. |
| 7 | Identify and discuss words and phrases that capture the reader's interest and imagination. |
| 8 | Recognise some different forms of poetry [for example, free verse, narrative poetry]. |

Understand what they read, in books they can read independently and are confident in being able to (this means they can achieve these targets independently):

- | | |
|----|---|
| 9 | Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. |
| 10 | Ask questions to improve their understanding of a text. |
| 11 | Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. |
| 12 | Predict what might happen from details stated and implied. |
| 13 | Identify main ideas in a text and summarise these. |
| 14 | Identify how language, structure, and presentation contribute to meaning (E.g. understanding how the presentation of an information text is useful to the reader. Why has an author chosen a story to have a certain structure, etc). |
| 15 | Retrieve and recording information from nonfiction. |
| 16 | Participate in clear, reasoned discussion about books that are read to them (that they may not yet be able to read), taking turns and listening to what others say. |
| 17 | Participate in clear, reasoned discussion about books that they can read for themselves, taking turns and listening to what others say. |
| 18 | To be able to read fluently books at the expected level for Y4. |