Year 4 Reading

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Word |  |  |  |  |
| *I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.* |  |  |  |  |
| *I am aware that some words sound different to how they are spelt.* |  |  |  |  |
| Comprehension |  |  |  |  |
| *I can show you I have understood the increasingly wide range of texts I have read.* |  |  |  |  |
| *I am able to choose from a range of books that are set out differently but give me the information I require.* |  |  |  |  |
| *I can use a dictionary to check the meaning of new words.* |  |  |  |  |
| *I can talk about different types of stories I have read.* |  |  |  |  |
| *I can identify different themes and conventions in a wide range of books I read.* |  |  |  |  |
| *I will perform poems and play scripts to keep the listener interested.* |  |  |  |  |
| *I will discuss words and phrases that interest me.* |  |  |  |  |
| *I can recognise different types of poetry.* |  |  |  |  |
| *I check what I have read to ensure it makes sense.* |  |  |  |  |
| *I ask questions to help me understand more about a book.* |  |  |  |  |
| *I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.* |  |  |  |  |
| *I can predict events in stories from what I have read.* |  |  |  |  |
| *I can tell what the main ideas in a book are from reading a number of paragraphs.* |  |  |  |  |
| *I understand that the way books are set out help the reader to identify the meaning.* |  |  |  |  |
| *I can use non-fiction books to find out about things.* |  |  |  |  |
| *I can take turns when discussing books I have read, or had read to me and listen to what others have to say.* |  |  |  |  |



Year 4

September Level \_\_\_\_\_\_

End of Year Target \_\_\_\_

Autumn 1 \_\_\_\_

Autumn 2 \_\_\_\_

Spring 1 \_\_\_\_

Spring 2 \_\_\_\_

Summer 1 \_\_\_\_

Summer 2 \_\_\_\_