

Y4

Domain: Reading

Reading assessment evidence in Year 4 should focus on: Different forms of poetry; stories; plays; non-fiction; fairy stories; reference books or textbooks; use of dictionaries; myths and legends; folk tales; whole books; library use; drama and multi-modal text. In addition to this, pupils should be provided with opportunities to:

develop positive attitudes to reading, develop wider breadth and depth in their own reading, read silently, decode accurately and fluently at age-appropriate level, develop fluency, expression and enjoyment of reading, justify their views about what they have read independently, improve comprehension through high-quality discussion with the teacher and each other, develop their knowledge and skills in reading non-fiction from a wider range of subjects, take part in effective discussion more independently, broaden their vocabulary,

Themes and Conventions	Comprehension	Inference	Language for Effect
1. Identify and explain the main purpose of texts in relation to the reader <i>e.g.</i> <i>"This book is just to give facts but this one tells us what people think as well."</i>; <i>"It tells us not to be taken in by how things look."</i> 2. Express personal opinion of writer's viewpoint and effect on the reader <i>e.g.</i> <i>"The writer thinks families care about each other but sometimes they don't."</i> 3. Identify themes in a wide range of texts <i>e.g.</i> <i>triumph of good over evil</i> 4. Recognise different forms of poetry <i>e.g.</i> <i>free verse, narrative poems</i> <i>Comment on how writers use conventions to engage the reader e.g. letters, postcards, diaries, maps and contribute to meaning e.g. "The pictures tell a different story."; "The letters show us that he's keeping things back so as not to worry them."</i>	1. Express personal responses to fiction, non-fiction and poetry 2. Be able to explain the meaning of words in context <i>e.g.</i> <i>using dictionaries or knowledge of spelling conventions</i> 3. Be able to locate key information efficiently, for a purpose 4. Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <i>e.g.</i> <i>pupils choose own poems linked to theme/topic; use drama or drama techniques to convey meaning; pupils negotiate own roles prior to performance.</i> 5. Ask questions to improve their understanding of a text <i>e.g.</i> <i>pupils ask questions linked to author purpose/themes/broader learning, "What happened to the girl after the story ended?"; "What was the largest dinosaur that ever lived?"</i> 5. Identify main ideas drawn from more than one paragraph and summarise these Identify how structure and presentation contribute to meaning <i>e.g.</i> <i>"The wind howled."; pupils comment upon the usefulness of diagrams, photos, subheadings</i>	1. Infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence <i>e.g.</i> <i>"There are clues that tell us he wasn't happy there – that's why he ran away."</i> 2. Understand the difference between what is written and what is implied in a text <i>e.g.</i> <i>What I know ... what I think I know.</i> 3. Predict what might happen from both details stated and those implied 4. Identify main ideas drawn from more than one paragraph and summarise these <i>e.g.</i> <i>use evidence from across a text to explain events and/or ideas such as, "We know that girls weren't treated fairly," or "This chapter lets us know that William would rather be living in England with his Dad."</i>	1. Identify words or phrases that capture their interest and imagination <i>e.g.</i> <i>"I like 'maze of hills'; it makes me think of a mysterious place."</i> 2. Discuss how shades of meaning can affect understanding <i>e.g.</i> <i>'Desperately fast' might mean they are running from something</i> 3. Explore the origins of words within texts read 4. Demonstrate understanding of figurative language <i>e.g.</i> in discussion, children find examples and comment on impact