

Wincle Church of England Primary School Reading Expectations

Key Learning Indicators of Performance in Reading: Year 4



Spoken Language

Pupils should be taught to:

- ▶ *listen and respond appropriately to adults and their peers*
- ▶ *ask relevant questions to extend their understanding and knowledge*
- ▶ *use relevant strategies to build their vocabulary*
- ▶ *articulate and justify answers, arguments and opinions*
- ▶ *give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- ▶ *maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- ▶ *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*
- ▶ *speak audibly and fluently with an increasing command of Standard English*
- ▶ *participate in discussions, presentations, performances, role play, improvisations and debates*
- ▶ *gain, maintain and monitor the interest of the listener(s)*
- ▶ *consider and evaluate different viewpoints, attending to and building on the contributions of others*
- ▶ *select and use appropriate registers for effective communication.*

Word Reading	Comprehension
<ul style="list-style-type: none"> ▶ <i>Read books at an age appropriate interest level.</i> ▶ <i>Use and 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</i> ▶ <i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</i> ▶ <i>Read and understand words from the Year 3/4 list.</i> 	<p style="color: #008080;">Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ <i>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i> ▶ <i>Regularly listen to whole novels read aloud by the teacher.</i> ▶ <i>Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</i> ▶ <i>Learn a range of poems by heart and rehearse for performance.</i> ▶ <i>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</i> ▶ <i>Orally retell a range of stories, including less familiar fairy stories, myths and legends.</i> <p style="color: #008080;">Understanding the text</p> <ul style="list-style-type: none"> ▶ <i>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</i> ▶ <i>Explain the meaning of key vocabulary within the context of the text.</i> ▶ <i>Use dictionaries to check meanings of words in the texts that they read.</i> ▶ <i>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</i> ▶ <i>Make predictions based on information stated and implied.</i> ▶ <i>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</i> ▶ <i>Justify responses to the text using the PE prompt (Point + Evidence).</i> ▶ <i>Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.</i> ▶ <i>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</i> ▶ <i>Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i> ▶ <i>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</i> ▶ <i>Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings.</i> <p style="color: #008080;">Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> ▶ <i>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</i> ▶ <i>Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</i> ▶ <i>Record information from a range of non-fiction texts.</i> ▶ <i>Scan for dates, numbers and names.</i> ▶ <i>Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points, glossary, diagrams.</i> ▶ <i>Explain how paragraphs are used to order or build up ideas, and how they are linked.</i> <p style="color: #008080;">Participating in discussion</p> <ul style="list-style-type: none"> ▶ <i>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.</i> ▶ <i>Develop, agree on and evaluate rules for effective discussion.</i> ▶ <i>Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.</i>