

YEAR FOUR			
	Working Towards	Secure	Greater Depth
Word Reading	Generally reads fluently, decoding most new words, beginning to read further exception words.	<p>Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.</p> <p>Reads further exception words, noting the usual correspondences between spelling and sound where these occur in the word.</p>	Reads a wider of challenging texts that are above chronological age with fluency and understanding.
Comprehension	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <p>Reading accurately at speed with appropriate intonation.</p> <p>Uses contents page in non-fiction text to retrieve information and can use the index with support.</p> <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Recognising themes in stories such as good v evil and journeys. - Predicting what might happen from specific details implied such as a character's feelings. - With support can discuss how an author has used key phrases to create an effect. 	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Confidently reading aloud and performing with clear intonation to show understanding. - Reading a wide range of books including new authors. <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Discussing the style and vocabulary choice of an author. - Identifies main ideas and can summarise these. - Drawing inferences from characters feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. - Justifying predictions with evidence from the text. - Listen to and discuss fiction, poetry, plays, non-fiction. <p>Uses dictionaries to check the meaning of words they have read.</p> <p>Is able to record and retrieve information from non-fiction.</p> <p>Recognises an increasing range of different forms of poetry.</p>	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Reading silently with increasing stamina - Shows awareness of audience when reading out loud selecting a range of appropriate techniques to suit. - Discusses texts from a wider variety of writers, referring to their writing styles and themes. - When using non-fiction texts explaining the purpose and being able to use organisational devices such as glossaries. <p><i>Understand what they read, in books they can read <u>independently</u>, by:</i></p> <ul style="list-style-type: none"> - Using inference and deduction to identify key characteristics of more than one character in a story and to comment on these, using evidence to support views. - Beginning to comment on the effectiveness of the author's choice of language.