

End of Year 4 Reading Expectations

1. Child as a reader

- a. Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it
- b. Is able to choose books that they enjoy and will challenge them
- c. Is familiar with different types of poetry
- d. Recognises similarities and differences between texts structured in different ways
- e. Uses reading as a tool to support other aspects of learning
- f. Understands when it would be helpful to use a dictionary to support reading

2. Word reading and decoding

- a. Can read age appropriate texts with a good level of fluency and stamina
- b. Can use a range of strategies to decode unfamiliar words
- c. Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum
- d. Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum
- e. Uses a range of punctuation to add meaning to what they are reading
- f. Gives meaning to new language using the context in which it appears

3. Comprehension (Retrieval)

- a. Understands and explains the main points from what they have read, with direct reference to the text
- b. Identify explicit details from the text, showing the section of the text they found the information
- c. Is able to skim short passages to answer recall questions
- d. Is able to scan short passages to answer recall questions
- e. Can talk about key differences between text types, including texts of the same type but written by different authors
- f. Is able to explain how paragraphs have been used to organise a text
- g. Is able to explain how the format and presentation of a text impacts on the reader

4. Comprehension (Making inferences)
a. Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas
b. Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative
c. Can summarise the main points from a section of text
d. Can make inferences about characters' actions in a story based on evidence from the text
e. Can empathise with a character's motives and behaviours
5. Comprehension (Language in context and choice of language)
a. Can discuss word meanings, based on their existing vocabulary knowledge
b. Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc
c. Can explain how vocabulary choices affect meaning in a range of text types
d. Can identify language used to create atmosphere and discuss why this language has been chosen
e. Uses new language from their own reading experiences in their written and spoken work
f. Can discuss how the use of different sentence types changes the meaning of a passage
6. Comprehension (Responding to the text)
a. Identifies the main purpose of a text
b. Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening
c. Is able to identify intended impact of a text and explain whether they feel the text has had the desired effect
d. Discusses viewpoints in a text, where appropriate of more than one character
e. Can evaluate the overall quality of a text, as well as the inclusion of specific features
7. Comprehension (Themes and conventions)
a. Uses their broad reading experiences to compare books by the same author or on a similar theme
b. Begins to recognise the importance of cultural or historical settings on how a text is composed

8. Oracy and reading
a. Confidently discusses a range of reading experiences with peers and adults
b. Responds orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion
c. Chooses skilful questions to improve their understanding of the text
d. Confidently reads a range of texts aloud, considering intonation, tone, volume and actions
e. Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.

