



**Year Four Reading Expectations – updated November 2022**

Word Reading	Vocabulary, Book Talk & Oracy Contined . . .	Comprehension – Prediction	Comprehension – Retrieval Greater Depth	Comprehension – Evaluation & Explanation	Comprehension - summarising
Use a range of strategies to self correct and make meaning of the text for sense, self- correcting if they have misread	Ask questions about words not understood - use a dictionary and paraphrase own definitions	Justify predictions with text evidence	Retrieve information from texts and apply to own writing for a given purpose including different viewpoints, reasons or arguments across the curriculum.	Identify purpose of the text and the effectiveness of the impact of the author's choice of grammar and sentence structure on the reader (Writer Talk)	Identify main ideas draw from a paragraph of non-fiction - supported
Independently read aloud, present and perform poems and play scripts, showing understanding intonation, volume, tone and action	Investigate and make sense of new vocabulary including making links between new words, known words, prior knowledge, make explicit links through entomological structure, previous reading or personal experience	Predict what might happen from details stated and deduce what might happen next making links in an explanation e.g. children can usually read between the lines and draw on their experience of similar text to predict what might happen next, usually identifying clues that the writer has planted for the reader	<b>Comprehension - Inference</b> Infer meaning and begin to justify them with evidence from the text such as characters feeling, thoughts and motives form their action. Begin to explain why. POINT + EVIDENCE	Identify how the writer has used precise word choices for effect to impact on the reader.	Sequence given statements – comprehension style questions
Develop a positive attitude and stamina towards reading Grey Level – end of Spring temrDark Blue Level – End of Summer	Expand vocabulary by learning, collecting and using new words and phrases from reading, including theme and spelling them correctly using classroom resources as an aid	Change predictions based upon reading	Answer inference test style questions (from a range of question stems . . . and styles) including using inference to provide more than one reason or expand on an answer providing evidence in a 2 mark question	Explain why texts are organised in a certain way and the impact this has on the reader. Eg. Flashbacks, subheadings, data tables	Identify the ideas from more than one paragraph of fiction - supported
<b>Word Reading - GD</b>					
Read independently for pleasure at length an increasing range of authors or more complex novels and texts. Including beyond Dark Blue level	Investigate and make sense of new vocabulary including making links between new words, known words, prior knowledge, make explicit links through entomological structure, previous reading or personal experience	<b>Comprehension – Prediction GD</b> Evaluate if and why predictions where correct/incorrect		Independently identify and discuss some themes and conventions in books e.g. bullying, horror, use of heading/subheading sin non-fiction	<b>Poetry</b> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
With guidance - demonstrate the use of Active Reading Strategies of Questioning, Predicting, Connecting and Evaluating eg. Through a reading journal with a variety of responses which are increasingly more complex and through independent choice	Discuss word meanings making links to prior knowledge and known word including evaluation through lines of intensity, zones of relevance and clines	<b>Comprehension - Retrieval</b>	Make connections with prior knowledge and experience to deepen responses based on inference	<b>Evaluate – Greater Depth</b> Using and developing the skills of 'evaluate' Compare and evaluate the use of words or phrases and different sentence structures and how they impact on the writer's purpose	Recognise different forms of poetry
Independently or work collaboratively as a group to explore new texts at an increased level of difficulty from the rest of the class	With guidance - collect vocabulary and phrases from reading to apply into writing eg. A reading journal – take responsibility for organisation.	Retrieve and record information from fiction and non-fiction answering a range of question styles. True/False/Prove It Complete missing facts from a table by providing relevant quotations. Provide more than one example. Tick the correct box (multiple choice)	Identify the difference between fact and opinion (including those presented in a text style question). As an active reader – ask questions, make predictions, evaluate and articulate why these change, referring to the text to provide justification	Using the and developing the skills of 'analyse' – the funniest, saddest, most funny, scariest parts of a text	
<b>Vocabulary, Oracy &amp; Book Talk</b>		Present information that has been retrieved for different purposes eg. Reports, Fact Files etc.	Use a range of strategies and incidental writing to evidence the ability to infer from reading – axis of emotion, decision wheel, hot seating, thought tracking	Explain the impact of punctuation on a reader	
Participate Book Talk - Express views, preferences and opinions with justifications. Explain understanding eg. Reasons for events taking place with justifications. Participate in discussion eg. Taking turns, listening, building on what others say. Discuss favourite words and phrases with justifications and examples from text. Evaluate texts eg. Discuss reasons for recommending to a friend		Retrieve information from a whole text - Answering a question that requires more than one fact not necessarily in text order	<b>Inference - GD</b>		
		Retrieve information from more than one text	Empathise & compare different characters' points of view across same text		

