



## Year 4 Key Performance Indicators for reading

- Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met
- Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Uses dictionaries to check the meaning of words that have been read
- Identifies themes and conventions in a wide range of books
- Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word
- Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence
- Predicts what might happen from details stated and implied
- Identifies main ideas drawn from more than one paragraph and summarises these
- Retrieves and records information from non-fiction

By the end of Y4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace

A child can:

- read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity; prepare readings with appropriate intonation to show their understanding;
- summarise and present a familiar story in their own words;
- read silently and then discuss what they have read;
- attempt to match what they decode to words they may have already heard but may not have seen in print eg in reading the word technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar but /tɛknɪkəl/ ('teknical') should;
- discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts;
- help develop, agree on and evaluate rules for effective discussion.

A child recognises the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions

A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen

In non-fiction, a child knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information

-