



# Age Related Expectations

## Year 4 – Reading

Key performance indicator (KPIs)	Performance standard
<p>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.</p> <p>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Uses dictionaries to check the meaning of words that have been read.</p> <p>Identifies themes and conventions in a wide range of books.</p> <p>Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context.</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.</p> <p>Predicts what might happen from details stated and implied.</p> <p>Identifies main ideas drawn from more than one paragraph and summarises these.</p> <p>Retrieves and records information from non-fiction.</p>	<p><b><i>With reference to the KPIs</i></b></p> <p>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.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>□ read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity;</li> <li>□ prepare readings with appropriate intonation to show their understanding;</li> <li>□ summarise and present a familiar story in their own words;</li> <li>□ read silently and then discuss what they have read;</li> <li>□ attempt to match what they decode to words they may have already heard but may not have seen in print e.g. in reading the word technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar but /tɛknɪkəl/ ('teknical') should;</li> <li>□ discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts;</li> <li>□ help develop, agree on and evaluate rules for effective discussion.</li> </ul> <p>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.</p> <p>A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen.</p>

	<p>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.</p>
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