

## Reading End of Year 4 Expectations

The programmes of study for reading at Key Stage Two continues to consist of two dimensions; word reading and comprehension (both when listening and reading)

By the end of year 4 children are expected to:

	Word Reading	Comprehension
Years 3 and 4	<ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>▪ develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>▪ listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ read books that are structured in different ways and read for a range of purposes</li> <li>▪ use dictionaries to check the meaning of words that they have read</li> <li>▪ increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>▪ identify themes and conventions in a wide range of books</li> <li>▪ prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>▪ discuss words and phrases that capture the reader's interest and imagination</li> <li>▪ recognise some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>▪ understand what they read, in books they can read independently, by:               <ul style="list-style-type: none"> <li>▪ check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</li> <li>▪ ask questions to improve their understanding of a text</li> <li>▪ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>▪ predict what might happen from details stated and implied</li> <li>▪ identify main ideas drawn from more than one paragraph and summarise these</li> <li>▪ identify how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>▪ retrieve and record information from non-fiction</li> <li>▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>

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