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| **Reading Comprehension Year 4** |
| **NON-NEGOTIABLE** | • Give a personal point of view on a text.• Re-explain a text with confidence.• Justify inferences with evidence, predicting what might happen from details stated or implied.• Use appropriate voices for characters within a story.• Recognise apostrophe of possession (plural)• Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.• Explain why a writer has used different sentence types or a particular word order and the effect it has created.• Skim & scan to locate information and/or answer a question. |
| **AF** | ***Word Reading*** | ***Locate, retrieve and elaborate on information***  | ***Use inference and deduction to make*** ***interpretations***  | ***Understand structure, organisation and presentation***  | ***Understand language, technique and style***  | ***Understand themes and conventions in texts***  | ***Compare, contrast and evaluate texts***  |
|  | **Range of competencies and contexts**: Children will increase their familiarity with a wide range of books, including fairy stories and myths and legends, and retell some of these orally. They will identify themes and conventions in a wide range of books. They will listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks |
| **Developing Towards** | Sustain silent reading to include longer, more varied and complex texts  Appropriately apply a range of strategies to enable accurate silent reading (e.g. phonic, graphic, syntactic and contextual)  Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending   | Identify main ideas drawn from more than one paragraph and summarise these  Use knowledge of the alphabet to locate books and support research  Begin to skim for general impressions and scan to locate specific information  Some comments include quotations from or references to text     |  Combine personal experience and clues from the text to interpret and form opinions  Predict what might happen from details stated and implied  Recognise how characters are presented in different ways and respond to this with reference to the text   | Recognise some different forms of poetry (for example, free verse, narrative poetry)  Comment on the presentational characteristics of some non-fiction text types  Evaluate the effectiveness of structural, presentational and organisational features to locate information (e.g. paragraphs, subheadings, indexes)  | Find and comment on examples of how authors express different moods, feelings and attitudes  Identify how an author uses language and structure to convey a message  Understand how style and vocabulary are linked to the purpose of the text (e.g. exaggerated writing in persuasive text)   | Identify themes and conventions in a wide range of books  Identify how an author uses language and structure to convey a message   Understand how the author wants the reader to respond    | Recognise some features of the context of texts (e.g. historical setting or similar themes)  Make connections between books by the same author  Recognise some different forms of poetry!  |
| **End of Year Expectations** | In reading a range of strategies used mostly effectively to read with fluency, understanding and expression        | Locate information confidently and efficiently by using appropriate skills, (e.g. skimming, scanning, search engines)  Use text marking to support retrieval of information or ideas from texts  | Justify opinions and predictions by referring to the text  Use inference to interpret different characters and expressing this when reading dialogue  Distinguish between fact and opinion  | Identify key features of narrative and poetic genre (e.g. adventure, myth, lyric)  Identify some grammatical features of different text types (e.g. punctuation choices; sentence structures)  Identify how language structure and presentation contribute to meaning  | Identify the main language features and generic features of a range of fiction and non-fiction texts  Discuss and evaluate words and phrases that capture the reader’s interest and imagination  Identify how language is used precisely to inform the reader in nonfiction    | Begin to comment on the way that authors’ viewpoints can influence the way that information or themes are treated  | Make simple comments on how the reader’s or writer’s context makes a difference to the social, cultural or historical setting  Compare and contrast fiction and non-fiction texts to evaluate the effect on the reader  Express preferences and make informed recommendations based on a wide range of texts encountered  |
| **Surpassing** | Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words  | Justify opinions by retrieval of information / quotations from the text  Skim and scan for information, take notes, produce pictures and diagrams to summarise information    | Empathise with different characters’ feelings, thoughts and actions – and justify inferences with evidence  Use clues from action, dialogue and description to interpret motives and meaning   | Use knowledge of the language features and structures of a range of non-fiction texts to support understanding  Understand that paragraphs help to support the organisation of texts and development of ideas  Discuss and evaluate how structures in narrative can be used to affect the reader (e.g. chapter breaks, description/dialogue, use of illustration within longer text)  | Comment on the success of language choices in creating mood and atmosphere         | Recognise ways in which writers present issues and points of view in fiction and nonfiction  Consider how the writer’s experiences influence themes within the text   | Analyse and evaluate texts by combining an understanding of significant ideas, themes, events and characters  Compare, contrast and evaluate the characteristics of different nonfiction texts (e.g. chronological and non-chronological)   |