**Year 4 Reading KEY PERFORMANCE INDICATOR Assessment Framework** Name: _____

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| Date and genre of work: | | | | | | | | Summary |
| Working at the expected standard | | | | | | | | |
| **The pupil can:** | | | | | | | | |
| Develop positive attitudes to reading and understanding of what they read by: | listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. | | | | | | | |
| | reading books that are structured in different ways and reading for a range of purposes. | | | | | | | |
| | using dictionaries to check the meaning of words that they have read. | | | | | | | |
| | identifying themes and conventions in a wide range of books. | | | | | | | |
| | discussing words and phrases that capture the readers interest and imagination. | | | | | | | |
| | increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. | | | | | | | |
| | preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. | | | | | | | |
| | recognising some different forms of poetry [for example, free verse, narrative poetry]. | | | | | | | |
| Understand what they read, in books they can read independently, by: | checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | | | | | | | |
| | ask increasingly relevant questions to improve their understanding of a text. | | | | | | | |
| | drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence. | | | | | | | |
| | predicting what might happen from details stated and implied.. | | | | | | | |
| | identifying main ideas drawn from more than one paragraph and summarising these. | | | | | | | |
| | identifying how language, structure, and presentation contribute to meaning. | | | | | | | |
| Retrieve and record information from non-fiction. | | | | | | | | |
| 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. | | | | | | | | |
| 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. | | | | | | | | |
| Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | | | | | | | |
| Read an age appropriate text with volume, pace, smoothness and expression (see fluency rubric for guidance) | | | | | | | | |