



St. Francis C.E.P. School – Reading Assessment Framework – Year 4

Y4	Word Reading	Comprehension
WTS	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths, legends, poetry, plays and non-fiction books), developing in fluency; read with occasional support. <input type="checkbox"/> Read a wide and developing range of common exception words by sight, noting unusual correspondence between spelling and sound. <input type="checkbox"/> Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words. <input type="checkbox"/> Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. usually, completely, disagree, simply, misbehave. <input type="checkbox"/> Prepare poems and play scripts to read aloud and perform, with support; attempt to use appropriate intonation and volume 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enjoy reading a range of texts, making choices and being able to say why those choices were made; talk about books read in and out of school. <input type="checkbox"/> Listen to, and talk about, a range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. <input type="checkbox"/> Listen to and talk about some non-fiction, reference or text books, that are structured in different ways; identify some typical features e.g. title, subheadings, index, glossary, information, diagrams. <input type="checkbox"/> Identify themes in a range of books e.g. identify a theme of 'wintry settings' or 'life style in another country'; begin to recognise the conventions of a legend or play; recognise how a non-fiction book is presented in order to better inform the reader. <input type="checkbox"/> Recognise several different forms of poetry, such as shape poems, free verse or narrative; recognise their differences. <input type="checkbox"/> Draw inferences not immediately obvious from the text e.g. characters' feelings, thoughts and motives, from their actions or words. <input type="checkbox"/> Predict what might happen, sometimes independently. <input type="checkbox"/> Find ways to explain what words within texts mean; use a dictionary with guidance, to check meanings. <input type="checkbox"/> Sometimes re-read or self-check, to make the meaning clear. <input type="checkbox"/> Provide a simple explanation of a text, to show their understanding. <input type="checkbox"/> Find and record information independently; sometimes require support. <input type="checkbox"/> Begin to identify how words or presentation contribute to meaning e.g. the diagram and labels help you understand the different parts of a plant; the use of bold font makes the important facts stand out. <input type="checkbox"/> Pick out words and phrases that interest them and help them to imagine things. <input type="checkbox"/> During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.
EXP	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read with fluency a range of age appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. <input type="checkbox"/> Read most common exception words effortlessly, noting unusual correspondence between spelling and sound. <input type="checkbox"/> Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. <input type="checkbox"/> Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous. <input type="checkbox"/> Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. <input type="checkbox"/> Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments. <input type="checkbox"/> Listen to and discuss a range of non-fiction and reference or textbooks that are structured in different ways; recognise typical presentational features. <input type="checkbox"/> Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books. <input type="checkbox"/> Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences. <input type="checkbox"/> Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons. <input type="checkbox"/> Predict what might credibly happen from details stated and implied. <input type="checkbox"/> Explain the meaning of words in context; use dictionaries to check meanings. <input type="checkbox"/> Check the text makes sense, reading to the punctuation and habitually re-reading. <input type="checkbox"/> Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake. <input type="checkbox"/> Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish. <input type="checkbox"/> Retrieve and record information from non-fiction texts. <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character. <input type="checkbox"/> Discuss words and phrases that capture the reader's interest and imagination. <input type="checkbox"/> During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.
GDS	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). <input type="checkbox"/> Read almost all common exception words automatically, noting unusual correspondence between spelling and sound. <input type="checkbox"/> Use phonic skills automatically where relevant, to address unfamiliar or challenging words. <input type="checkbox"/> Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. immature, impatient, international, autobiography, frantically, vigorous, spontaneous. <input type="checkbox"/> Independently or in small groups, prepare poems and play scripts to read aloud and perform. Show appropriate intonation, tone, expression and volume when reciting or reading aloud. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fully engage with and enjoy reading a wide range of texts, making choices and explaining preferences; justify preferred authors and text types, drawing comparisons; know how to locate books in a library. <input type="checkbox"/> Listen to, discuss, express and justify views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. <input type="checkbox"/> Listen to and discuss a range of non-fiction and reference or textbooks that are structured in different ways; identify their particular characteristics confidently and independently; identify typical presentational features. <input type="checkbox"/> Independently or in groups, identify themes and conventions in a range of books. Make comparisons. <input type="checkbox"/> Recognise, compare and evaluate several different forms of poetry. <input type="checkbox"/> Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. <input type="checkbox"/> Provide credible and insightful predictions about what might happen. <input type="checkbox"/> Explain the precise meaning of words in context; use dictionaries independently. <input type="checkbox"/> Re-read automatically to ensure that the text makes sense, reading to the punctuation. <input type="checkbox"/> Provide explanations, which show their high level of understanding of the text. <input type="checkbox"/> Confidently identify and summarise main ideas drawn from more than one paragraph. <input type="checkbox"/> Retrieve and record information competently from non-fiction texts. <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning. <input type="checkbox"/> Discuss and precisely explain vocabulary that captures the reader's imagination. <input type="checkbox"/> During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.