



# Reading Assessment Tracking – Year 4

Skills demonstrated using age appropriate texts.

Term	Working Towards	On Track (Met for summer)	Greater Depth
Autumn	Generally reads most age appropriate texts (Y3) fluently, decoding most new words outside everyday spoken vocabulary.	Applies their growing knowledge of root words, prefixes and suffixes as listed in Y3/4 Appendix 1, both to read aloud and to understand the meaning of new words they meet	Reads silently with increasing stamina and appraises the text.
	Can read most Y3 further exception words set out in Appendix 1.	Accurately reads the further exception words for Y3/Y4 as set out in Appendix 1, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Recognises and recalls key landmarks within a story.
	Reads accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.	Sees reading as a pleasurable activity, reading books that are structured in different ways and reading for a range of purposes.	Retrieves information with increasing accuracy and speed, recording evidence through paraphrasing.  <i>Use inference and deduction to identify the characteristics of more than one character in the story and to comment on the relationship between them.</i>
	Re-reads passages to ensure understanding.	Can use a dictionary to check the meaning of words that they have read.	
	Retrieves and records information from non-fiction, using contents pages to locate information.	Understands what they read, in books they can read independently.	<i>Is beginning to read between the lines.</i>
	<i>Predict what might happen from details stated and implied.</i>	Can retrieve and record information from non-fiction.	
	<i>Draws simple inferences such as inferring characters' feelings.</i>	Participates 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.  <i>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</i>  <i>Can predict what might happen from details stated and implied.</i>	
Spring	Can read all Y3 further exception words set out in Appendix 1.	Applies their growing knowledge of root words, prefixes and suffixes as listed in Y3/4 Appendix 1, both to read aloud and to understand the meaning of new words they meet	Reads silently with increasing stamina and appraises the text.
	Reads with appropriate intonation.	Accurately reads the further exception words for Y3/Y4 as set out in Appendix 1, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Shows a more sophisticated awareness of the audience when reading out loud or performing poetry or plays.
	Reads and re-reads a variety of texts, but sticks closely to known text types or authors.	Sees reading as a pleasurable activity, reading books that are structured in different ways and reading for a range of purposes.	Can comment on the effectiveness of the author's choice of language.
	Recognises simple themes across unfamiliar stories such journeys, good vs. evil.	Performs poems and play scripts showing understanding through intonation, tone, volume and actio	Explains the reasoning of organisational devices, including glossaries.
	Identifies text types using their conventions (e.g. Headlines in newspapers, address in letters, headings in reports).	Discusses words and phrases that capture their interest and imagination	<i>Use inference and deduction to identify the characteristics of more than one character in the story and to comment on the relationship between them.</i>
	<i>Predict what might happen from details stated and implied.</i>	Recognises some different forms of poetry [for example, free verse, narrative poetry]	
	<i>Draws simple inferences such as inferring characters' feelings.</i>	Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	<i>Is beginning to read between the lines.</i>
		Asks questions to improve their understanding of a text	
		Participates 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.	
	<i>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</i>		
	<i>Can predict what might happen from details stated and implied.</i>		
Summer	Generally reads most age appropriate texts (Y3/4) fluently, decoding most new words outside everyday spoken vocabulary.	Applies their growing knowledge of root words, prefixes and suffixes as listed in Y3/4 Appendix 1, both to read aloud and to	Reads a wider range of challenging texts that are above chronological age with fluency and understanding.

		understand the meaning of new words they meet	
	Can read some Y4 further exception words set out in Appendix 1.	Accurately reads the further exception words for Y3/Y4 as set out in Appendix 1, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Reads silently with increasing stamina and appraises the text.
	Knows the job of an index page, but need support to use it effectively.	Sees reading as a pleasurable activity, reading books that are structured in different ways and reading for a range of purposes	Discusses different writers, referring to their style of writing and themes; deepening their understanding of their culture and wider background.
	With support, they can talk about key phrases an author has used to deepen description. <i>Predict what might happen from details stated and implied.</i>	Can demonstrate experience of a wide range of range of books, including fairy stories, myths and legends, and can retell some of these orally	Compares and contrasts a range of writing conventions commenting on their purpose and audience.
	<i>Draws simple inferences such as inferring characters' feelings.</i>	Can identify common conventions used in a range of texts (eg greeting in letters; that diaries are written in the first person or the use of numbering and headings in instructions).	Use inference and deduction to identify the characteristics of more than one character in the story and to comment on the relationship between them.
		Can identify the main ideas drawn from more than one paragraph and summarise these	Is beginning to read between the lines.
		Can identify how language, structure, and presentation contribute to meaning	
		Participates 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.	
		<i>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</i> <i>Can predict what might happen from details stated and implied.</i>	

Word Reading	Comprehension	<p>Once an objective has been covered it becomes <b>Bold</b></p> <p>It is assumed children have achieved this objective at 'on track' unless they are indicated at either WT or GD</p>
--------------	---------------	--