

# Year 4 READING TAF

## *Working towards the expected standard*

- I can use my phonic knowledge to decode quickly and accurately.
- I can apply my growing knowledge of root words and prefixes to begin to read aloud. Including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto
- I can apply my growing knowledge of root words and suffixes or word endings to begin to read aloud. Including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian.
- I can begin to read further year 3/4 exception words.

*I can develop a positive attitude to reading and understanding what I have read by:*

- beginning to use appropriate intonation and volume when I read aloud.
- recognising and discussing the different features of a variety of texts.
- discussing author's choice of words and phrases for effect.

*I can understand what I have read, in books I can read independently, by:*

- asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.
- checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.
- I can retrieve and record information from non-fiction texts.

## *Working at the expected standard*

- I can usually read fluently, decoding longer words with support, testing out different pronunciations.
- I can apply my growing knowledge of root words and prefixes to begin to read aloud and to understand the meaning of new words I meet. Including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto
- I can apply my growing knowledge of root words and suffixes or word endings to begin to read aloud and to understand the meaning of new words I meet. Including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian.
- I can read most year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

*I can develop a positive attitude to reading and understanding what I have read by:*

- reading with an awareness of the audience by changing my intonation and pace.
- reading books that are structured in different ways for a range of purposes and participating in discussions about them.
- using appropriate terminology when discussing texts and the plot, characters and settings.

*I can understand what I have read, in books I can read independently, by:*

- predicting what might happen next from details stated and implied.
- drawing simple inference with evidence such as inferring characters' feelings.
- I can retrieve and record information from non-fiction texts using conventions such as indexes, contents pages and glossaries.

# Year 4 READING TAF

## Working at greater depth

- I can read most words fluently and I attempt to decode any unfamiliar words with increasing speed and skill.
- I can apply my knowledge of root words, prefixes and suffixes/ word endings to read aloud fluently. Including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- and -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian.
- I can understand the meaning of new words through contextual cues.
- I can read all year 3/4 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word.

### *I can develop a positive attitude to reading and understanding what I have read by:*

- when reading out loud, selecting a range of appropriate techniques, including intonation, tone, volume and action, in order to show awareness of the audience.
- discussing and comparing texts from a wider variety of genres and writers, referring to authorial style, themes and features
- recognising and discussing some different forms of poetry.

### *I can understand what I have read, in books I can read independently, by:*

- discussing vocabulary used by the author to create effect.
- identifying the main ideas drawn from more than one paragraph and summarising these.
- drawing inferences from characters' feelings, thoughts and motives that justifies their actions, supporting my views with evidence from the text.
- justifying predictions with evidence from the text.
- I can use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.
- I can use a dictionary to check the meaning of words I have read.