Reading Overview – Year Group End Points – Year 4

Year 4	**Decoding**:	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 Apply phonic knowledge and skills to read unfamiliar words Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words Re-reads and reads ahead to look for clues to determine meaning.
	Fluency	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Show an awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest
	Retrieval	Extracts information from the text and make notes using quotation and reference to the text.
	Inference	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 questions to improve their understanding of a text Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	Prediction and organisation text features	Predict what might happen from details stated and implied Know and recognise some of the literary conventions in text types covered Understand and explain that narrative books are structured in different ways Know that non-fiction books are structured in different ways and be able to use them effectively Identify some text type organisational features Identify some text type language features Explain why text types are organised in a certain way Interprets information presented as a table or labeled diagram. Justifies predictions by referring to the text (Point + Evidence).

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		Recognise how the meaning of sentences is created by word order and punctuation
	Summarising	Identifying main ideas drawn from more than 1 paragraph and summarising these Evaluates specific texts with reference to text-types. e.g. whether the texts conform or deviate from the conventions of the text type and whether this is successful.
	Vocabulary and language	Use dictionaries to check the meaning of words that they have read Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning Identify how a writer uses language and punctuation to convey character Discuss and record words and phrases that writers use to engage and impact on the reader Know and recognise some of the literary conventions in text types covered Identify how a writer uses language and punctuation to convey character Find and talk about how a writer uses vocabulary and grammatical features to create effects Begin to consider how the language contributes to the organisation of a text Identifies the language used to create moods and build tension. Identify formal and informal language
	Love of reading	Develop positive attitudes to reading, and an understanding of what they read, by: ➢ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 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 Orally retell some known stories Prepare poems to be read aloud and to perform, showing understanding through intonation, tone, volume and action