| | **Wood End Primary School**<br>**Year 4 Reading Targets**<br>**Age appropriate book bands – pale green, orange, black, silver** | Experie | Achieve d | Fluency |
|---|---|---|---|---|
| **Word Reading** | | | | |
| | **1) I can read most exception words accurately, (from the year 4 list) including words that do not follow spelling patterns.** | | | |
| | **2) I can improve my reading speed and confidence – 110 words per minute** | | | |
| | **3) I can read independently and stay focused for at least 10 minutes** | | | |
| **Comprehension** | | | | |
| | 4) I can ask questions about what I have read to help me understand a complicated text. | | | |
| | 5) I can use my understanding of root words, prefixes (including re-, sub-, inter-, sub-, super-, ant-, auto-) and suffixes (including –ation, -ous) to help me understand the meaning of new words. (V) | | | |
| | 6) I can use a dictionary to check the meaning of unfamiliar words. (V) | | | |
| | **7) I can suggest which word could be used to fill in an omitted word.(V)** | | | |
| | **8) I can find a word (synonym) or group of words in a text that mean the same as another given word. (find and copy) (V)** | | | |
| | **9) I can identify which word/words are closest in meaning to a given word or phrase. (V)** | | | |
| | **10) I can identify which word in a text is used for a given purpose. (V)** | | | |
| | **11) I can identify a word or phrase which implies an effect or creates a given impression (I) (V)** | | | |
| | **12) I can infer how a character is feeling on the basis of what is said or done (I)** | | | |
| | **13) I can infer why a character behaves in a certain way using evidence to support my answer (I)** | | | |
| | **14) I can use information given to infer charcteristics eg. Unwell, thoughtful, age (I)** | | | |
| | **15) I can predict what will happen using details stated in a text. (P)** | | | |
| | **16) I can predict what might happen from clues implied in a text. (P)** | | | |
| | 17) I can identify and explain features (eg characters, language, style) and common themes in a wide range of books (E) | | | |
| | **18) I can identify and explain similarities and differences between characters, setting and events. (E)** | | | |
| | **19) I can comment on the effect an author's word choice has on the text. (E)** | | | |
| | 20) I can explain what the features and conventions of different texts are (E) | | | |
| | **21) I am beginning to answer retrieval questions when the words are not directly used in a text. (R)** | | | |
| | **22) I can skim and scan fiction texts efficiently to help me answer questions (R)** | | | |
| | **23) I can find and record information by skimming and scanning non-fiction texts using structural devices (R)** | | | |
| | **24) I can summarise what has happened in a text using themes from paragraphs to help me. (S)** | | | |
| | **25) I can order (chronologically / prioritise) the main events in a fiction or non-fiction text. (S)** | | | |
| | 26) I am using my reading skills in other lessons to build my knowledge of a subject. | | | |
| | 27) I can listen to and discuss a range of age appropriate poems, plays and non-fiction texts (including reference books or textbooks.) | | | |
| | 28) I can read a wide range of books, fairy stories, myths and legends and retell some of them to others. | | | |
| | 29) I can recognise and discuss different types of poetry (free verse and narrative poetry). | | | |
| | 30) I can read aloud and perform poems and play scripts showing understanding through intonation, tone, volume and action. | | | |

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| | 31) I can join in a clear reasoned discussion about the books and poems that I have read or have been read to me, taking turns and listening to others. | | | | | | |
| | **I can accurately use meaning seeking strategies to work out unfamiliar words in context. GDS (V)** | | | | | | |
| | **I can justify inferences using detailed and accurate evidence (GDS) (I)** | | | | | | |
| | **I can answer a range of retrieval questions using evidence from across texts both fiction & non-fiction (GDS) (R)** | | | | | | |