

Band 4 - Reading						
Working Towards			Working AT		Greater Depth	
B	B+	W	W+	S	S+	Deep
<p>Building on Band 3... Will be reading books approaching chronological age with increasing fluency.</p> <ul style="list-style-type: none"> Generally reads fluently, decoding most new words outside everyday spoken vocabulary. Beginning to read further exception words. Reads accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. Reads with appropriate intonation. Re-reads passages to ensure understanding. Reads and re-reads a variety of texts, but sticks closely to known text types or authors. Recognises simple themes across unfamiliar stories such as journeys, good vs. evil. Identifies text types using their conventions (e.g. Headlines in newspapers, address in letters, headings in reports). Retrieves and records information from non-fiction, using contents pages to locate information. Knows the job of an index page, but needs support to use it effectively. With support, talks about key phrases that an author has used to deepen description. Predict what might happen from details stated and implied. Draws simple inferences such as inferring 			<ul style="list-style-type: none"> Will be reading books matching chronologic age or beyond and reading year 4 appropriate books with fluency of approx. 90 words per minute Reads prefixes and suffixes with confidence: -. -In, -im, -il, -ir, -dis, -mis, -un, -sub, -inter-, anti and -auto Identifies and understands root words when reading. develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of book Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying 		<ul style="list-style-type: none"> Reads a wider range of challenging texts that are above chronological age with fluency (90 words per minute approx or greater) and understanding. Reads silently with increasing stamina and appraises the text. Shows awareness of the audience when reading out loud. Discusses different writers, referring to their style of writing and themes; deepening their understanding of their culture and wider background. Compares and contrasts a range of writing conventions commenting on their purpose and audience. Explains the reasoning of organisational devices, including glossaries. Retrieves information with increasing accuracy and speed, recording evidence through paraphrasing. Is beginning to comment on the effectiveness of the author's choice of language. Recognises and recalls key landmarks within a story. Use inference and deduction to identify the characteristics of more than one character in the story and to comment on the relationship between them. 	

characters' feelings.

inferences with evidence

- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.
- Can read all year $\frac{3}{4}$ common exception words
- Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.
- Reads silently and discusses what they have read.
- Reads aloud with appropriate intonation, showing their understanding.
- Checks that the text makes sense, questioning understanding with unfamiliar words or phrases.
- Beginning to recognise conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions.
- Retrieves and records information from non-fiction using contents pages and indexes to locate information.
- Discusses language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts.
- Summarises and presents a familiar story in their own words.
- Predicts what might happen from details stated and implied.
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.

- Is beginning to read between the lines.

