

Year 4	Step 13	Step 14
<p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <ul style="list-style-type: none"> - Ask questions to clarify understanding. - Identify main themes/ideas based on evidence drawn from different points in the text. - 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. 		
<p>Word reading</p>	<ul style="list-style-type: none"> - I can usually read a range of appropriate texts with fluency and accuracy. - I can recognise prefixes and suffixes in words. - I can read some (Year 4/5 Common Exception words) understanding the correspondence between spelling and sound. 	<ul style="list-style-type: none"> - I can read a range of appropriate texts fluently and accurately, including exception words. - I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-im-por-tant).
<p>Range of texts</p> <ul style="list-style-type: none"> -Be introduced to a range of authors that they might not choose themselves -Be able to select own books (and be taught how to do so) - Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read. -Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 		
<p>Comprehension</p>	<ul style="list-style-type: none"> - I can use knowledge of text structure to locate information. 	<ul style="list-style-type: none"> - I can skim and scan to identify key ideas and answer questions from a text.
<p>Themes and Conventions</p>	<ul style="list-style-type: none"> - I can identify the various features of fiction genres (e.g. science fiction, adventure, autobiography, diary, mystery etc). -I can recognise key themes in what I have read 	<ul style="list-style-type: none"> - I can compare and talk about the structures and features of a range of non-fiction texts. -I can compare key themes across different books
<p>Language for effect</p>	<ul style="list-style-type: none"> - I can talk about the author's choice of language and its effect on the reader in a range of texts. 	<ul style="list-style-type: none"> - I can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act.
<p>Making Inferences</p>	<ul style="list-style-type: none"> - I am continuing to talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). - I can infer meaning, using evidence from the text and wider experiences. - I can predict what might happen by quoting directly from the text. 	<ul style="list-style-type: none"> - I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). - I can infer and deduce meaning based on evidence drawn from different points in the text. - I can refer to the text to support opinions and predictions (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views).

Year 4	Step 14	Step 15
<p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <ul style="list-style-type: none"> - Ask questions to clarify understanding. - Identify main themes/ideas based on evidence drawn from different points in the text. - 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. 		
Word reading	<ul style="list-style-type: none"> - I can read a range of appropriate texts fluently and accurately, including exception words. - I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-im-por-tant). 	<ul style="list-style-type: none"> - I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account. - I can explore potential meaning of ambitious vocabulary read in context (using knowledge of etymology-word origin), morphology-form and structure of the word, i.e. the root word plus prefix and/or suffix or the context of the word. I can read most (Year4/5 HFW), understanding the correspondence between spelling and sound.
<p>Range of texts</p> <ul style="list-style-type: none"> -Be introduced to a range of authors that they might not choose themselves -Be able to select own books (and be taught how to do so) - Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read. -Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 		
Comprehension	- I can skim and scan to identify key ideas and answer questions from a text.	- I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes/contents pages.
Themes and Conventions	<ul style="list-style-type: none"> - I can compare and talk about the structures and features of a range of non-fiction texts. -I can compare key themes across different books 	<ul style="list-style-type: none"> - I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. -I can discuss key themes in what I have read e.g. triumph of good over evil/revenge
Language for effect	- I can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act.	- I can discuss how and why the text affects the reader and refer back to the text to back up a point of view.
Making Inferences	<ul style="list-style-type: none"> - I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). - I can infer and deduce meaning based on evidence drawn from different points in the text. 	<ul style="list-style-type: none"> - I can work out the meaning of unknown words from the way they are used in context. - I can discuss messages, moods, feelings and attitudes using the clues from the text, by means of inference and deduction skills.

	<p>- I can refer to the text to support opinions and predictions (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views).</p>	<p>- I can refer to the text to support opinions and elaborate (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views; clarify my thinking by elaborating on and justifying my views, using additional evidence and linking to wider knowledge/experiences</p>
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