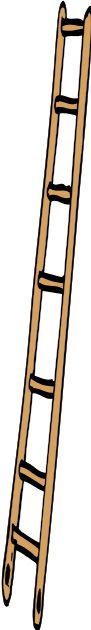




Reading Assessment – Year 4 Name/s _____

	Word Reading	Comprehension	Spoken Language (Common across Key Stage 1 and Key Stage 2)
Year 4 	• I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words I meet, to include: re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; English Appendix 1, • I can read and decode further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Linked to spelling English 1)	• I can main positive attitudes to reading and an understanding of what I read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • I can main positive attitudes to reading and an understanding of what I read by reading for a range of purposes • I can main positive attitudes to reading and an understanding of what I read by using dictionaries to check the meaning of words that I have read • I can main positive attitudes to reading and an understanding of what I read by reading a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • I can main positive attitudes to reading and an understanding of what I read by discussing words and phrases that capture the reader's interest and imagination • I can main positive attitudes to reading and an understanding of what I read by recognising some different forms of poetry, e.g. free verse, narrative poetry • I can understand what I read in books I can read independently • I can understand what I read by checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context • I can understand what I read by asking questions to improve my understanding of a text with increasing complexity • I can understand what I read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text • I understand what I read by predicting what might happen from details stated and implied • I understand what I read by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials • I can retrieve and record information from non-fiction over a wide range of subjects • I can participate in reasoned discussion about books, poems and other material that are read to me and those I can read for myself, taking turns and listening to what others say.	• I can listen and respond appropriately to adults and my peers • I can ask relevant questions to extend my understanding and knowledge • I can use relevant strategies to build their vocabulary • I can articulate and justify answers, arguments and opinions • I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • I can speak audibly and fluently with an increasing command of Standard English • I can participate in discussions, presentations, performances, roleplay/improvisations and debates • I can gain, maintain and monitor the interest of the listener(s) • I can consider and evaluate different viewpoints, attending to and building on the contributions of others • I can select and use appropriate registers for effective communication