

		Band 4 Reading	
Decoding			Comprehension
Read books that are structured in different ways and read for a range of purposes. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Read on sight all the words from the year 3 and 4 spelling list.		Literal	AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotes / reference to text. Use dictionaries to check the meaning of words that they have read. Check 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. Identify main ideas drawn from more than one paragraph and summarise these. Retrieve and record information from a text by skimming, scanning and text marking.
			AF3 Deduce, infer or interpret information, events or ideas from text Predict what might happen from details stated and implied and support with evidence from the text and also knowledge of wider reading. Draw inferences such as characters feelings, thoughts and motives from their actions, and justifying inferences with evidence. – pull together clues from action, dialogue AND description to infer meaning.
GREY Oxford Reading Tree - Stage 12 Myth mystery trouble gym Egypt pyramid young touch double country • Notice when ch makes a /k/ sound e.g. chorus, chemist, echo, character. • Notice when ch makes a /sh/ sound e.g. chef, chalet, machine, brochure. • Notice when sc makes a /s/ sound e.g. science, fascinate, crescent. Notice when ei, eigh and ey make the /a/ sound e.g. vein, weigh, they, grey.		Deductive	
Year 4 free readers. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Prefixes Unchanging prefixes - inter, super, anti, auto Changing prefixes – in (meaning not) including the changes to il before l, im before m or p and ir before r.			AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text levels. Read books that are structured in different ways and read for a range of purposes. Recognise some different forms of poetry e.g. free verse, narrative poems. To recognise and discuss how the use and effect of patterned language and structure of a text and presentation add meaning to a text.
		Evaluative	

	Suffixes Suffixes tion sion, ssion, cian applying the various rules. Suffix ly (knocks off e, changes y to i before adding ly and add ally not ly after ic). sadly, happily, gently, basically Suffix ous (either added unchanged, our changed or before ous, knocks off e and changes y to i before adding ous).	I know how suspense is built up in a story including the development of a plot. AF5 Explain and comment on the writer's use of language, including grammatical and literacy features at word and sentence levels. Discuss words and phrase that capture the reader's interest and imagination. Discuss how language adds meaning to a text. I can find and comment on examples of how authors express different moods, feeling and attitudes. I understand how the author wants the reader to respond. I can make connections between books by the same author – "Micheal Morpurgo often starts his stories in the present, but then goes back in time" I can make simple comments on how the readers or writers context makes a difference to the social, cultural or historical setting – "The island sounds really dangerous to us because we have not heard of these creatures" I can compare, contrast and evaluate different non fiction texts. AF6 Identify and comment on writer's purposes and viewpoints and the overall effect of the text on the reader. Identify themes and conventions in a wide range of books e.g. OBPPE in narratives, good triumphs over evil in Fairy Tales, the significant of the number 3 in traditional tales, how the natural and supernatural meet during myths and legends. I can identify features of different fiction and non fiction texts. Speaking about and Listening to Books Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
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