

**Aycliffe Village Primary School**  
*Great oaks from tiny acorns grow*

Autumn Term - Orange Highlighting

Spring Term - Yellow Highlighting

Summer Term - Green Highlighting



Year 4	Word Reading	Comprehension Reading age-appropriate texts      Participates in discussions about books
Emerging	<ul style="list-style-type: none"> <li>reads a range of texts with fluency, understanding and expression, independently selecting an appropriate strategy</li> </ul>	<ul style="list-style-type: none"> <li>talks about books read, offering opinions and synopsis – at times with prompts</li> <li>retrieves and records information from non-fiction texts</li> <li>begins to draw inferences re. characters' thoughts, feelings and motives from their actions</li> <li>summarises main points of stories / information within a paragraph</li> <li>recognises the purpose, form and audience of a text</li> <li>identifies and comments on author viewpoints</li> <li>begins to read a range of different forms of poetry</li> <li>begins to prepare readings to be presented to audiences</li> </ul>
Developing	<ul style="list-style-type: none"> <li>reads a range of texts with fluency, understanding and expression selecting the most effective strategy</li> <li>reads further CEW words</li> </ul>	<ul style="list-style-type: none"> <li>talks about books read, offering opinions and synopsis</li> <li>begins to recognise occurring themes or conventions linked to text types</li> <li>expands and explains answers to questions based on texts read</li> <li>makes reference to texts when answering questions</li> <li>justifies inferences with evidence</li> <li>picks out vocabulary / phrases used for impact and effect</li> <li>identifies main ideas drawn from more than one paragraph and can summarise these</li> <li>predicts what might happen from details stated and implied</li> <li>names some key children's authors</li> <li>reads aloud with increasing confidence</li> <li>chooses books based on knowledge of author, text type and purpose of reading</li> </ul>
Secure	<ul style="list-style-type: none"> <li>reads most words effortlessly at a speaking pace</li> <li>Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words</li> <li>reads further CEW noting unusual correspondences between spelling and sound and where these occur in words</li> <li>reads aloud with appropriate volume</li> </ul>	<ul style="list-style-type: none"> <li>reads a wide range of fiction and no-fiction, including poetry.</li> <li>talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions</li> <li>talks about themes and conventions when discussing books</li> <li>understands the different reasons for reading – for pleasure / to find information, for example</li> <li>uses the structure of books to navigate around texts</li> <li>selects books based on own reading experiences and preferences</li> <li>talks about known authors</li> <li>reads independently with sustained concentration</li> <li>offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate</li> <li>identifies how language, structure and presentation contributes to meaning</li> <li>recognises different forms of poetry</li> <li>prepares poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume</li> <li>talks about their own reading and reading choices</li> </ul>

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