

Willow Primary Academy Reading End Points – Year 4



Year 4 Autumn

Book Talk – Understanding and Discussing		Word Meanings/Vocabulary	Authorial Intent
<ul style="list-style-type: none"> - Explain and discuss their understanding of the text (e.g. describing a sequence of events or how a character changes through the story) - Identify how language, structure and presentation contribute to meaning, including identifying key topics within paragraphs - Engage with a range of texts, making choices and explaining preferences - During discussions about texts, ask relevant questions to improve their understanding; take turns and build on what others' have to say - Retrieve and record information from a text - Ask and answer questions appropriately, including some simple inference questions, based on a characters' feelings, thoughts and motives - Check that the text makes sense, reading to the punctuation and habitually re-reading - Listen to and discuss a range of non-fiction texts that are structured in different ways, recognising typical presentational features - Talk about books read both in and out of school, making textual references - Use prior knowledge as well as details from the text to form predictions and justify them - Use relevant quotes to support their answers - 		<ul style="list-style-type: none"> - Determine the meaning of new words by sometimes applying morphological and etymological knowledge of root words, suffixes and prefixes - Use dictionaries to check meanings independently - Use a thesaurus to find synonyms - Link new meanings to new vocabulary - Find the meaning of new words using the context of the sentence 	<ul style="list-style-type: none"> - Discuss and explain words and phrases that capture the reader's interest and imagination - Discuss why words have been chosen and the effect these have
Fluency	Poetry and Performing/Oracy	Range of Reading/Familiarity of Texts	
<ul style="list-style-type: none"> - Read with fluency a range of age-appropriate texts - Know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors - Use punctuation to determine intonation and expression when reading aloud - Read most common exception words effortlessly 	<ul style="list-style-type: none"> - Prepare poems and playscripts to read aloud and perform – demonstrating understanding and showing appropriate intonation and volume when reciting and reading aloud - Recognise, compare and evaluate several different forms of poetry 	<ul style="list-style-type: none"> - Listen to, discuss and express views about a range of texts – beginning to justify comments 	

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Year 4 Spring

Book Talk – Understanding and Discussing	Word Meanings/Vocabulary	Authorial Intent
<ul style="list-style-type: none"> - Check that the text makes sense, reading to the punctuation and habitually re-reading - Explain and discuss their understanding of the text (e.g. describing a sequence of events or how a character changes through the story) - Identify how language, structure and presentation contribute to meaning, including identifying key topics within paragraphs - Listen to and discuss a range of non-fiction texts that are structured in different ways, recognising typical presentational features - Engage with a range of texts, making choices and explaining preferences - Talk about books read both in and out of school, making textual references - During discussions about texts, ask relevant questions to improve their understanding; take turns and build on what others' have to say - Ask and answer questions appropriately, including some simple inference questions, based on a characters' feelings, thoughts and motives - Use prior knowledge as well as details from the text to form predictions and justify them - Use relevant quotes to support their answers - Retrieve and record information from a text - Identify main ideas from more than one paragraph - Infer characters' feelings, thoughts and motives from their stated actions - Monitor predictions and compare them with the text as they read on - Confidently skim and scan text to record details 	<ul style="list-style-type: none"> - Determine the meaning of new words by sometimes applying morphological and etymological knowledge of root words, suffixes and prefixes - Use dictionaries to check meanings independently - Use a thesaurus to find synonyms - Link new meanings to new vocabulary - Find the meaning of new words using the context of the sentence - Discuss new and unusual vocabulary and clarify the meaning of these 	<ul style="list-style-type: none"> - Discuss and explain words and phrases that capture the reader's interest and imagination - Discuss why words have been chosen and the effect these have
Fluency	Poetry and Performing/Oracy	Range of Reading/Familiarity of Texts
<ul style="list-style-type: none"> - Read with fluency a range of age-appropriate texts - Read most common exception words effortlessly - Know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors - Use punctuation to determine intonation and expression when reading aloud - Encourage the identification of whole words to improve the automaticity of reading - Model the use of comprehension to improve the accuracy of reading 	<ul style="list-style-type: none"> - Prepare poems and playscripts to read aloud and perform – demonstrating understanding and showing appropriate intonation and volume when reciting and reading aloud - Recognise, compare and evaluate several different forms of poetry 	<ul style="list-style-type: none"> - Listen to, discuss and express views about a range of texts – beginning to justify comments

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Year 4 Summer

Book Talk – Understanding and Discussing	Word Meanings/Vocabulary	Authorial Intent
<ul style="list-style-type: none"> - Check that the text makes sense, reading to the punctuation and habitually re-reading - Explain and discuss their understanding of the text (e.g. describing a sequence of events or how a character changes through the story) - Identify how language, structure and presentation contribute to meaning, including identifying key topics within paragraphs - Listen to and discuss a range of non-fiction texts that are structured in different ways, recognising typical presentational features - Engage with a range of texts, making choices and explaining preferences - Talk about books read both in and out of school, making textual references - During discussions about texts, ask relevant questions to improve their understanding; take turns and build on what others' have to say - Ask and answer questions appropriately, including some simple inference questions, based on a characters' feelings, thoughts and motives - Infer characters' feelings, thoughts and motives from their stated actions - Use prior knowledge as well as details from the text to form predictions and justify them - Monitor predictions and compare them with the text as they read on - Confidently skim and scan text to record details - Use relevant quotes to support their answers - Retrieve and record information from a text - Identify main ideas from more than one paragraph - Identify themes from a wide range of books - Identify and summarise main ideas drawn from more than one paragraph - Consolidate the skill of justifying points, using specific evidence in the text - Build on skills developed in year 3 in order to write a brief summary of main points, identifying and using important information 	<ul style="list-style-type: none"> - Determine the meaning of new words by sometimes applying morphological and etymological knowledge of root words, suffixes and prefixes - Use dictionaries to check meanings independently - Use a thesaurus to find synonyms - Discuss new and unusual vocabulary and clarify the meaning of these - Link new meanings to new vocabulary - Find the meaning of new words using the context of the sentence - Understand figurative language and shades of meaning - Explain the meaning of more words in context, with greater precision 	<ul style="list-style-type: none"> - Discuss and explain words and phrases that capture the reader's interest and imagination - Discuss why words have been chosen and the effect these have - Identify how language, structure and presentation contribute to meaning
Fluency	Poetry and Performing/Oracy	Range of Reading/Familiarity of Texts
<ul style="list-style-type: none"> - Read with fluency a range of age-appropriate texts - Read most common exception words effortlessly - Know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors - Use punctuation to determine intonation and expression when reading aloud - Encourage the identification of whole words to improve the automaticity of reading - Model the use of comprehension to improve the accuracy of reading 	<ul style="list-style-type: none"> - Prepare poems and playscripts to read aloud and perform – demonstrating understanding and showing appropriate intonation and volume when reciting and reading aloud - Recognise, compare and evaluate several different forms of poetry 	<ul style="list-style-type: none"> - Listen to, discuss and express views about a range of texts – beginning to justify comments - Identify themes and conventions in a range of texts and begin to make comparisons

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