



Reinwood Junior School Key Performance Indicators and Standards 2016/2017

Year 4 Reading

Key performance indicator	Performance standard
<ul style="list-style-type: none"> • To apply a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that are met. • To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • To use dictionaries to check the meaning of words that have been read. • To identify themes and conventions in a wide range of books. • To read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. • To check that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context. • To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence. • To predict what might happen from details stated and implied. • To identify main ideas drawn from more than one paragraph and summarises these. • To retrieve and records information from non-fiction. • To prepare poems to read aloud. 	<p>By the end of Y4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.</p> <p>A child can:</p> <ul style="list-style-type: none"> • read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity; • prepare readings with appropriate intonation to show their understanding; • summarise and present a familiar story in their own words; • read silently and then discuss what they have read; • attempt to match what they decode to words they may have already heard but may not have seen in print; • discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts; and • help develop, agree on and evaluate rules for effective discussion. <p>A child recognises the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions</p> <p>A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen.</p> <p>In non-fiction, a child knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information.</p>