

Name		Class of	
Reading: Year 4			
Statements	8-16	17-24	25-32
Attainment	Year 4 Entering	Year 4 Developing	Year 4 Secure



Reading assessment: 32 statements 6 KPIs

1	Can read a range of level-appropriate texts fluently and accurately.	Phonic/Word Reading
2	<u>Can skim and scan to identify key ideas in the text.</u>	Literal
3	Can use knowledge of text structure to locate information (<i>e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph/chapter in fiction</i>).	Literal
4	Can quote directly from the text to answer questions.	Reader Response
5	Can clarify the meanings of ambitious words and/or phrases in context (appropriate book).	Literal
6	<u>Can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act.</u>	Inference
7	Can explore alternatives that could have occurred in texts (<i>e.g. a different ending</i>), referring to text to justify their ideas.	Reader Response
8	Can understand and explain different characters' points of view.	Inference
9	Can infer meaning, using evidence from the text and wider experiences.	Inference
10	Can recognise the different text features within a variety of mixed-genre texts.	Author Intent
11	Can identify and explain the difference between fact and opinion.	Literal
12	Can talk about the effects of different words and phrases to create different images and atmosphere (<i>e.g. powerful verbs, descriptive adjectives and adverbs</i>).	Author Intent
13	Can talk about the author's choice of language and its effect on the reader in non-fiction texts (<i>e.g. 'foul felon' in a newspaper report about a burglary</i>).	Author Intent
14	Can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes.	Literal
15	Can refer to the text to: support opinions and predictions; sum up what you find/discuss/think about; make your point/state your thoughts and ideas; find evidence in and/or around the text to support your views.	Reader Response
16	Can identify and discuss the various features of fiction genres (<i>e.g. science fiction, adventure, mystery etc.</i>).	Author Intent
17	<u>Can discuss messages, moods, feelings and attitudes using the clues from the text using inference and deduction skills.</u>	Inference
18	Can compare the structure of different stories to discover how they differ in pace, build-up, sequence, complication and resolution.	Author Intent
19	Can compare and talk about the structures and features of a range of non-fiction texts.	Author Intent
20	Can identify the ways in which paragraphs are linked (<i>e.g. use of connecting adverbs, pronouns for character continuation</i>).	Author Intent
21	Can identify the point of view from which a story is told and how this affects the reader's response (<i>e.g. author's bias</i>).	Inference
22	<u>Can discuss how an author builds a character through dialogue, action, description.</u>	Author Intent

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23	Can identify relationships between characters, explaining the effects this has on the reader (<i>e.g. how characters behave in different ways as they interact with different people and/or different settings</i>).	Inference
24	Can talk with friends about books and listen to others, in order to share book recommendations and widen understanding of the world.	Reader Response
25	In most level-appropriate texts, can discuss how and why the text affects the reader and refer back to the text to back up point of view.	Reader Response
26	Can understand that figurative language creates images.	Author Intent
27	<u>Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.</u>	Word reading
28	Can discuss the work of some established authors and know what is special about their work.	Reader Response
29	Can justify preferences in terms of authors' styles and themes.	Reader Response
30	<u>Can infer and deduce meaning based on evidence drawn from different points in the text.</u>	Inference
31	Can talk about how a character could be seen in different ways, depending on how the author chooses to portray them.	Author Intent
32	Can refer to the text: to support opinions and elaborate; sum up what you find/discuss/think about; make your point/state your thoughts and ideas; find evidence in and/or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences.	Reader Response