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| **Name: Year group joined/date: SEND/EI PP: Yes/No** |
| **Reading** |
|  | Year 4 Expected | Year 4 Greater Depth |
| **Word Reading** | Read root words with the suffix:**-ous** | Recognise multi clause sentences in texts |
| Read root words withthe prefixes:**Re-****Sub-****Inter-****Super-****Anti-****Auto-** |  |
| Self-correct inaccurate reading (Grey Book Band)  |  |
|  |  | Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest. |
| **Comprehension** | Discuss the obvious themes /conventions of at least 3 different genres e.g. diary in the first person/ greeting in letters/change/ moving on |  |
| Take notes to summarise and condense the main points in a text | Locate and use information from a range of sources both fiction and non-fictionCompare fictional accounts in historical novels with the factual accountSkim, scan and organise non-fiction information under different headings |
| Learn and recite at least 2 examples from:Free verseNarrative poetryClassic Poetry Comment on language, including vocabulary and the meaning of words in the different forms of poetry studied |  |
| Explain the impact upon characters of e.g. a different ending /different account of the same event |  |
| Describe what the author feels about a character and his/her situation |  |
|  | Use inference and deduction to work out the characteristics of different people from a story |
| Use evidence in the text to work out someone else’s opinion of something |  |
| Discuss why an author has used particular language features |  |
| Discuss and explain reasons why a text is structured and organised in a particular way |  |
|  |  | Appreciate the bias in persuasive writing, including articles and advertisements |
|  |  | Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce |
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