|  |  |  |
| --- | --- | --- |
| **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-fiction  Compare fictional accounts in historical novels with the factual account  Skim, scan and organise non-fiction information under different headings |
| Learn and recite at least 2 examples from:  Free verse  Narrative poetry  Classic 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 |
|  |  |  |
|  |  |  |