

Year 4	
Decoding text	<i>Read age-appropriate texts accurately by:</i>
	noting unusual correspondences between spelling and sounds and where these occur in words
	reading most words automatically including all Y3/4 further exception words and words containing Y3/4 prefixes and suffixes
	using what they know about similar words to help them pronounce and understand the meaning of unfamiliar words
	<i>Develop reading fluency by:</i>
	re-reading parts of text to improve pace, expression and intonation
	using a growing awareness of audience and purpose to read with appropriate expression and intonation when reading aloud
Comprehending Text	<i>Develop the language and vocabulary needed to understand text by:</i>
	attempting alternative meanings of words and phrases and choosing the most appropriate as they read
	being able to use the third and fourth place
	to locate words quickly in a dictionary to check the meaning of words that they have read
	<i>Understand texts they can read accurately and fluently and those they listen to by:</i>
	drawing on background knowledge to identify themes in more complex texts
	asking themselves questions
	making sensible predictions as they read from information stated and implied and evaluating and revising their predictions as they read on
	noticing when they encounter parts of the text they do not understand and actively using a wide range of strategies to support their understanding
	using information given and implied to explain characters' feelings and attitudes; to identify the most plausible motive behind a character's actions
	considering their thinking and providing evidence to justify their inferences.
	summarising the main ideas drawn from longer texts, identifying key details that support the main idea

Responding to text	Show their understanding of texts they have heard and read by:
	participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others using evidence from the text
	recognising, discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends
	skimming and scanning to retrieve and record information from non-fiction
	Develop a positive attitude to reading by:
	reading, listening to, discussing, and retelling a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends
	reading books by authors they have not met before and recommending these to their peers
Analysing Text	Evaluate how authors use language structures and presentation by:
	recognising the use of structure in fiction e.g., flashbacks, cliffhangers and nonfiction e.g., bullet points, glossaries
	evaluating how authors use vocabulary to create mood, effect, or describe character and setting.
	recognising how changing language and presentation can alter and clarify meaning

Vocabulary	Audience Authorial technique Character Compare Comprehension Decode Explanation Features Feelings Fiction Genre Implied Inference Intonation Justify Motive Narrative poetry Non-fiction Play script Plot Poetry Predict & Prediction Presentation Retrieve Style
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	Summarise Themes
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