| SPOKEN WORD | YEAR 4: READING | |
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| Participation & Presentation | Word reading | Comprehension |
| I can clearly discuss answers arguments and opinions | I can recognise and understand an even greater variety of root words, suffixes and prefixes | I can locate information using skimming, scanning and text marking in non-fiction |
| I can work collaboratively in discussion and extend ideas by asking relevant questions | I can recognise where words are an exception to the rule, and notice unusual correspondences between spelling and sound and where these occur in the word | I can pull clues from action, dialogue AND description to infer meaning |
| I can adapt tone and formality to suit different audience | I can use the first 2/3 letters of a word to check its spelling and meaning in a dictionary | I can make predictions with evidence from the text and with knowledge of wider reading |
| I speak aloud with expression using an appropriate tone and can adapt this to varying audiences | I can check that the text makes sense, discuss my understanding and explain the meaning of words in context | I can identify themes and conventions in a wide range of books |
| I can work with others to devise a short improvised drama or presentation | I understand the difference between words ending in s, plurals and possessives | I can identify main ideas drawn from more than one paragraph and can summarise these |
| I can ask questions to improve my understanding of a text | I recognise the standard form of common verbs (especially *be, go, do, have, get*) | I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books |
| I can prepare poems and plays to read aloud and perform, showing understanding | I can read, on sight, all the words from the Year 3/4 spelling list | I can recognise some different forms of poetry |
| I can retell some of the stories that I am familiar with orally, including fairy stories and myths and legends | I can read books that are structured in different ways and read for a range of purposes | I can identify how language, structure and presentation contribute to meaning |
| | | I can find and comment on examples of how authors express different moods, feelings and attitudes |
| | | I can identify features of different fiction genres and use this to compare, contrast and evaluate different non-fiction texts |
| | | I can identify how language, structure and presentation contribute to meaning |
| | | I can make connections between books by the same author or theme |

| | | I can make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting |
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| | | I know how suspense is built up in a story, including the development of the plot |