

Reading assessment – Year 4

Word Reading	Recognise that in- can mean both 'not' and 'in'/'into' eg incorrect, insert		
	Know that before a root word starting with r, in- becomes ir-. (E.g. irrelevant, irresponsible) before a root word starting with m or p in becomes im (e.g. Immature, imperfect) before a root word starting with l, in- becomes il (e.g. illegible)		
	To know that inter- means 'between' or 'among'. (e.g. interact, interrelated) that sub- means 'under'. (eg: submarine) that super- means 'above'. (E.g: superstar , superman) that anti- means 'against'. E.g: anticlockwise, antisocial)		
	Know that words with the /k/ sound spelt ch (Greek in origin) (e.g. scheme, echo)		
	Know that auto- means 'self' or 'own'. (E.g. automatic, autograph)		
	To know that words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) (e.g. tongue, antique)		
	To know that words with the /j/ sound spelt ch (mostly French in origin) (e.g. brochure, chef)		
	To know that words with the /s/ sound spelt sc (Latin in origin) (e.g. fascinate)		
Reading Comprehension	Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		
	Use dictionaries to check the meaning of words that they have read	2a	
	Develop and maintain positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.		
	Retrieve and record information from non-fiction books over a wide range of subjects.	2b	
	identify how language, structure, and presentation contribute to meaning (e.g. paragraphs, use of pronouns for cohesion, inverted commas for speech, fronted adverbials)		
	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally		
	maintain positive attitudes to reading and understanding what has been read by reading for a range of purposes		
	Ask questions to improve their understanding of a text	2a	
	Identify main ideas drawn from more than one paragraph and summarising these	2c	
	predict what might happen from details stated and implied	2e	
	drawing inferences (e.g. inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text	2d	
	Identifying themes and conventions in a wide range of books	2g	
	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		
	Discuss words and phrases that capture the reader's interest and imagination	2g	
	Recognise some different forms of poetry [for example, free verse, narrative poetry]		
	Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context	2a	