



## Yorkmead School Year 4 Reading Targets

### Read for Success - Read for Life

	Emerging	Expected	Exceeding
<b>Reading and Attitude</b>	<p>I can read a wider range of texts, both fiction and non-fiction for a range of purposes, e.g. pleasure, information.</p> <p>I can read year 3 books with fluency and expression.</p> <p>I can read books aloud to an audience with increasing confidence.</p> <p>I can recite poems from memory to an audience.</p> <p>I am beginning to read more demanding texts, independently, fluently and with confidence.</p>	<p>I can identify a range of word formations, including an increasing range of prefix and suffixes.</p> <p>I can read ahead to determine the direction and meaning of a story or text.</p> <p>I am beginning to devise my own questions about what I read and can scan texts to find answers.</p> <p>I can read longer texts with sustained concentration.</p> <p>I can reader a wider range of texts based on the suggestions of others.</p> <p>I am beginning to proof-read my own writing to check for errors.</p>	<p>I can recognise and read a full range of prefix and suffixes.</p> <p>I can read aloud clearly, conveying meaning and with intonation.</p> <p>I can respond to more sophisticated punctuation, e.g. ; : ...</p> <p>I can recite a wide range of poems from memory to an audience.</p> <p>I can select texts and other sources based on purpose.</p> <p>I can ask questions to deepen my understanding of a text.</p>
<b>Understanding</b>	<p>I can talk about why a character behaves the way that they do.</p> <p>I can relate to my own experience.</p> <p>I am beginning to make predictions giving reasons by referring to the text.</p> <p>I can understand the main points of a text and can retell confidently and accurately.</p> <p>I am beginning to empathise with characters' motives and actions.</p>	<p>I can pick out the main points of a text and summarise these to an audience.</p> <p>I can refer to the text when explaining my views about it.</p> <p>I can find meaning beyond the literal, such as what language use or actions tell us about a character.</p>	<p>I can sometimes 'read between the lines' for (hidden) meanings without being directly told by the writer.</p> <p>I can empathise with characters' behaviours and motives to deepen my understanding.</p> <p>I can check that what I read makes sense. I can discuss the meaning of words in context.</p> <p>I can make predictions based on stated facts and those implied.</p> <p>I can draw on inferences about characters and justify these with evidence from the text.</p>

<p>Features</p>	<p>I can locate words and features that help to sequence a text. I can use organisational features to locate information, such as diagrams, captions and charts.</p>	<p>I can understand features of a range of texts e.g. newspaper report, non-chronological report, ICT text. I can use features of the texts to locate information, e.g. scrolling through an ICT text. I can extract information from non-fiction texts by using index, contexts, headings, glossary etc.</p>	<p>I understand the purpose of, and can use, an index, list, glossary and key. I am beginning to understand the features of explanations and persuasion.</p>
<p>Language</p>	<p>I can identify language that is appropriate to genres and text types. I am beginning to discuss the meaning of words that are used to create effect.</p>	<p>I can talk about how the author uses language for effect, giving examples. I can use knowledge of word formation to develop understanding of the meaning.</p>	<p>I can discuss the effectiveness and meaning of figurative language, used for effect. I can identify and discuss the use of patterned language. I can discuss words and phrases that capture the reader's interest.</p>
<p>Viewpoint and Purpose</p>	<p>I am beginning to understand the difference between fact and opinion. I am beginning to pick out different points of view in a text.</p>	<p>I can see how an author uses different strategies to build a scene e.g. To build tension and suspense. I can discuss ways in which the author has developed the plot and to build interest.</p>	<p>I can identify and discuss different points of view in a text. I can discuss the plot, including problems and how these are resolved.</p>
<p>Compare</p>	<p>I can recognise similarities between texts, referring back to previous / wider reading. I can recognise similarities between characters and themes in texts, giving examples. I can take part in discussions about books, including reviews.</p>	<p>I can recognise if texts are set in similar types of places or times. I can use the text to say where and when a text is set. I know a range of text types including myths, legends, historical texts etc. and understand features of these.</p>	<p>I can take part in discussions about books, including comparison and debate. I can identify themes and conventions in a wider range of reading. I am able to make critical comparisons between texts and evaluate their usefulness. I can recognise if texts are set in similar types of places or times.</p>

Developed by Andie Crane (July 2014)