YEAR 4 READING GRID

	STAGE C: Typical Range of Year 4 Attainment		
	Beginning to develop Y4 expectations	**Embedding understanding of Y4 expectations**	**Securely demonstrates application of Y4 expectations**
AF1 WORD READING use a range of strategies including accurate decoding of text to read for meaning	Secure decoding skills allows independent reading of a wider range of texts with increasing fluency		Will test out different pronunciations when reading longer unfamiliar words where there may be unusual correspondences between spelling and sounds
	Beginning to read silently	Usually reads silently (when reading independently)	
	Through systematic teaching of root words, prefixes and suffixes (as outlined in the spelling POS and matched to year group planning) children should progressively apply this knowledge when reading to help them to understand the meaning of new words e.g. term 1 taught prefix *'re'* means again. Use this knowledge to decode and understand the word *'reappear'*.		Applies knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words
AF2 Identify and retrieve key information from texts: understand, describe, explain select & use quotation & reference to text *Content Domain 2a & 2b	Demonstrates an increasing familiarity with a wide range of books including fairy stories, myths and legends and can retell some of these orally		
	In guided sessions will refer to information from the text in order to justify a point of view	Will usually refer to information from the text in order to justify a point of view	With increasing independence can justify views about texts read (makes reference to the text to support their ideas)
AF3 Deduce, Infer & Predict *Content Domain 2d & 2e	With support, can predict what might happen next by inferring characters' feelings and motives and justify what they say with implicit and explicit points from the text	Predicts what might happen from details stated and implied	Can draw inferences such as inferring characters' feelings, thoughts and motives for their actions, and justifying inferences with evidence
AF4 Understanding structure and organisation of texts	With support, can comment on the use of presentational devices for a wider range of texts. E.g. numbering and headings in instructions, greetings in letters	Is beginning to give reasons for the use of presentational devices for a wider range of texts. E.g. numbering and headings in instructions, greetings in letters	Can give reasons for the use of presentational devices for a wider range of texts. e.g. *The writer uses bullet points to summarise the main reasons.*
AF5 Writers' choice and use of language *Content Domain 2g	In guided sessions, is able to give reasons with supporting evidence/examples for why the author has made particular language choices	Independently, gives reasons with supporting evidence/examples for why the author has made particular language choices	Can give a reasoned description of the effect of writer's language choices and how particular words and phrases capture the reader's interest and imagination e.g. *How descriptive phrases create a picture in the reader's mind and conjure the sights and sounds transporting you into a particular scene*
	With support, is starting to clarify the meaning of words by linking new meanings to known vocabulary e.g. *People in **transit** – connection made to a **transit van** to explore and link meaning*	Able to clarify the meaning of words by linking new meanings to known vocabulary e.g. *People in **transit** – connection made to a **transit van** to explore and link meaning*	Demonstrates understanding of new words and explains their meaning in context. Able to clarify the meaning of words by linking new meanings to known vocabulary e.g. *People in **transit** – connection made to a **transit van** to explore and link meaning*
AF6 Purpose, Viewpoint and personal responses *Content Domain 2g	Demonstrates an improving understanding of the features that writers use to provoke readers' reactions (such as the way a character is introduced- name, description and setting – and how this makes the reader feel about him/her from the outset)	Can give a personal response to the text and, with prompts, will refer to the features the writer has used provoke a reaction and the audience the text is aimed at	Is able to identify a number of features that writers use to provoke readers' reactions and will offer a personal response to this
AF7 Social, cultural & historical traditions	Can comment on the typical features of texts set in different times and cultures	Is beginning to make connections between 2 or more texts and discuss similarities of themes and conventions *e.g. settings, plots and topic*	Can make connections between 2 or more texts and discuss similarities of themes and conventions *e.g. settings, plots and topic*