

The End of Year 4 Expectations in Reading are:

Word Reading:

Can apply their knowledge of prefixes, suffixes and root words (words made up of one morpheme = a grammatical unit which cannot be split into smaller grammatical units e.g. suffixes, prefixes to reading aloud and to helping them understand the meaning of unfamiliar words ([see English Spelling Appendix 1](#)).

Can read further common exception words (tricky words) ([Year 3 and Year 4 word list](#)), noting any unusual correspondences between spelling and sound, and where these occur in the word.

Can attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words and word segmentation.

Comprehension:

Can listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Can understand and explain that narrative books are structured in different ways, for example time slip stories and quest stories.

Can use dictionaries to check the meaning of unfamiliar words they have read and thesauruses to find alternative words (synonyms).

Can discuss and record words and phrases that writers use to capture the reader's interest and imagination.

Is increasing their familiarity with a wide range of books and is able to retell some different story types orally.

Can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Can recognise an increasing number of different forms of poetry, e.g. narrative poetry, free verse.

Can read longer texts, using independent strategies to ensure full understanding.

Can use clues from action, dialogue and description to establish meaning.

Can pause appropriately when reading aloud, in response to punctuation and/or meaning.

Can ask questions to help deepen their understanding of a text.

Can express a personal point of view about a text.

Can begin to build on others' ideas and opinions about a text in discussion.

Can infer reasons for actions and events and begin to justify them with evidence from the text.

Can make connections between similar texts.

Can deduce from evidence in the text what characters are like.

Can relate events and characters' feelings to their own reading and personal experiences.

Can predict what might happen from details stated and deduced information.

Can identify and summarise the main ideas of a text and give an overview of the theme e.g. loss, friendship.

Can recognise themes and conventions in text types that have been covered in reading and writing sessions.

Can identify some text type organisational and language features, e.g. narrative, explanation, persuasion.

Can identify how a writer has used precise word choices for effect to impact on the reader, e.g. simile and metaphor.

Can understand how paragraphs are used to organise and build ideas.

Understands that non-fiction books are structured in different ways for different purpose and are able to use them effectively.

Can use the features of non-fiction texts to locate information and can use text marking to identify key information within the text.

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