Iford and Kingston CE Primary School

Assessment – Y4 Reading

Key Performance Indicator	Performance Standard
Is able to: **Application of phonic knowledge Accurate reading of non-phonically decodable words** Can fluently and effortlessly read and recite a range of age appropriate texts. **Reading aloud (accuracy, fluency and expression)** Can generally uses textual cues to adapt tone, volume and intonation when reading text and plays aloud, and when reciting poetry. **Reads and understands a (wide) range of text types** Can begin to demonstrate familiarity with a wider range of text types, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and texts from other cultures and traditions. **Following a listening task is able to:** **Shows (increasingly sophisticated) understanding of texts read aloud by others** Can demonstrate understanding of increasingly challenging texts supported by accurate comments supported by relevant knowledge, information, vocabulary and quotations. Can ask and respond to increasingly challenging questions in order to gain a more sophisticated understanding of the text being read to them. **Is able to:** **Can select, retrieve and reference information in order to explain ideas about a text** Can regularly makes direct reference to text to explain their ideas. Can prioritise ideas expressed in a text when explaining what they have read. **Can deduce, infer or interpret information, events and ideas from texts** Can regularly use more than one reference to the text to support an inference or deduction.	By the end of Y4 a child should be able to fluently read a range of age appropriate texts using tone, volume and intonation as indicated by the text. A child should demonstrate familiarity with a wider range of genres. A child should support their ideas by referring to the texts, using quotations as appropriate. A child should ask and answer more challenging questions to texts that involve more than simple fact retrieval. A child should be able to explain and prioritise information they have read. A child should be able to discuss a writer's intentions, identifying the language and structure of texts and how they affect the reader. A child should be able to identify and explain similarities and differences between an increasing range of fiction and non-fiction texts and make simple comments about how these affect the reader.

Can, through asking and answering questions, relate inferences and predictions made from a single text to wider reading. Can suggest the writer's viewpoint by referring to text. **Can comment on language, form and structure in fiction and non-fiction** Can comment on the writer's choices of language, form or structural features and give a simple explanation of their effect on the reader. **Can recognise literary language (and increasingly comment on its effect)** Can identify simple literary language features in a range of texts including stories, plays, poetry, and non-fiction and comment on how the writer's choices of literary language change meaning and affect the reader. **Can make (increasingly sophisticated) comparisons between texts** Can identify and explain similarities and differences between an increasing range of fiction and non-fiction texts and make simple comments about how these affect the reader.	