

Reading with the Body

Physical Learning: The Psychomotor Domain

Word reading

Discriminates and articulates words with suffixes and prefixes [all prior, and **many** Year 4 List] embedded in words and can discuss their root words, using these to read unfamiliar words. Recognises all Year 1, 2 & 3 list words on sight and is adding a **range** of Year 4, noticing exceptions to spelling and pronunciation.

Comprehension

Is **beginning** physically to navigate longer age-appropriate texts to retrieve information, turning pages, moving between chapters and indicating with their finger or (where appropriate), text markings, the part of the page where it is stored, **occasionally** needing adult or peer support.

Uses contents pages, menu bars, indices and page numbers to navigate longer age-appropriate non-fiction texts and websites, retrieving information, **occasionally** needing adult or peer support.

With support and encouragement experiments with readings and recitals of age-appropriate poems, myths, legends and non-fiction and showing understanding through intonation, tone, volume and action.

Sometimes checks that the text makes sense as they read longer sentences and paragraphs, correcting inaccuracies and occasionally inflection.

Word reading

Discriminates and articulates words with suffixes and prefixes [all prior, and **most** Year 4 List] embedded in words and can discuss their root words, using these to recognise and read unfamiliar words.

Recognises and pronounces all Year 1, 2 & 3 and a **broad range** of Year 4 list words on sight, noticing exceptions to word spelling and pronunciation.

Physically navigates longer age-appropriate texts to retrieve information, moving between chapters and sections and locates information with a finger or (where appropriate), text markings.

Uses contents pages, menu bars, indices and page numbers to navigate longer non-fiction texts and websites, retrieving information whilst **occasionally** needing adult or peer support.

Experiments with readings and recitals of age-appropriate poems, myths, legends and non-fiction and showing understanding through intonation, tone, volume and action.

Often checks that the age-expected text makes sense as they read longer sentences and paragraphs, correcting inaccuracies and occasionally inflection.

Word reading

Independently and fluently discriminates and articulates words with suffixes and prefixes [all prior and **entire** Year 4 List] embedded in words and can discuss their root words, using these to swiftly recognise and read unfamiliar words.

Recognises all Year 1-4 list words on sight, noting correspondences between exceptions to word spelling and pronunciation.

Comprehension

Confidently navigates longer age-appropriate texts to retrieve information, turning pages efficiently, moving between chapters and indicating with their finger the part of the page where it is stored.

Accurately and clearly marks texts to highlight information at an age-appropriate level.

Uses contents pages, menu bars, indices and page numbers with confidence to navigate longer non-fiction texts and websites, retrieving information accurately.

Practices and rehearses readings and recitals of age-appropriate poems, myths, legends and non-fiction and showing understanding through intonation, tone, volume and action.

Habitually checks that the age-appropriate makes sense as they read longer and paragraphs and extracts aloud over multiple pages, correcting inaccuracies, pronunciation and inflection.

Reading with the Mind

Mental Learning: The Cognitive Domain

Word reading

Identifies and explains all Ph1-6 and Y3 & **many** 4 common exception words.

Reads age-appropriate texts fluently at a rate that promotes comprehension over decoding, decoding less and less [**Grey 13A**]

Often understands plural possessive apostrophe [The kids' dad]

Reads **some** words with newly taught Y4 suffixes, prefixes and morphology.

Comprehension

Reads and *understands* a range of age-appropriate [**13A**] books fiction by a range of authors (myths, legends, plays, poetry & variously structured reference and textbooks)

Is beginning to speculate on word meanings, relating them by spelling and class, linking new words and meanings to those already known.

Recognises in simple terms where a writer is "telling" or "showing".

Is **beginning to make** plausible predictions about what characters may do or say/ content of non-fiction chapters and sections, based on the prior knowledge of the text or texts

Reads for a range of purposes including for pleasure, interest and research.

Uses a **dictionary to check the spelling and sometimes meaning, of words.**

Remembers the salient points/sequence of stories studied, **occasionally** quoting key parts from more than one paragraph.

Occasionally identifies simple themes and conventions of fiction and non-fiction books.

With support identifies some forms of poetry, (free verse, narrative, lyric, etc.)

Identifies how language contributes to meaning.

Word reading

Identifies and explains all Ph1-6 and Y3 & **most** Y4 common exception words.

Reads age-appropriate texts fluently at a rate that promotes comprehension over decoding, relying much less on decoding [**Book Band Grey 13B**]

Usually understands and reads plural possessive apostrophe [The kids' dad]

Reads **most** words with newly taught Y4 suffixes, prefixes and morphology.

Comprehension

Reads a range of age-appropriate fiction and non-fiction by a range of authors including myths and legends, plays, poetry and variously structured non-fiction reference and textbooks, *understanding 13B Grey* texts.

Often speculates on word meanings, relating them by spelling and class, linking new words and meanings to those already known.

Recognises when a writer is "telling" or "showing" and **begins** to infer writer's intentions.

Often makes plausible predictions about what characters may do or say, or the content of non-fiction chapters and sections, based on the prior knowledge of the text or texts.

Reads for a range of purposes including for pleasure, fact-checking and research.

Uses a dictionary to check the spelling and **often**, meaning, of words.

Remembers the salient points / sequence of stories they have studied, **often** quoting key parts from more than one paragraph.

Frequently identifies simple themes and conventions of fiction and non-fiction books.

Increasingly identifies some forms of poetry, (free verse, narrative, lyric, etc.)

Identifies how language and **structure** contribute to meaning.

Word reading

Identifies and explains Ph1-6 and Y3 & 4 common exception words.

Reads age-appropriate texts fluently at a rate that promotes comprehension over decoding, relying much less on decoding [Book Band Dark Blue 14A]

Understands and reads the plural possessive apostrophe [e.g. The kids' dad]

Reads **fluently** words with newly taught Y4 suffixes, prefixes and morphology.

Comprehension

Reads a wide range of age-appropriate fiction and non-fiction by a range of authors including myths and legends, plays, poetry and variously structured non-fiction reference and textbooks, *understanding 14A Dark Blue* texts.

Speculates on word meanings, relating them by spelling and class, linking new words and meanings to those already known.

Recognises "telling" or "showing" and begins to infer intentions **in more complex terms.**

Makes plausible predictions based on the prior knowledge of the text or texts.

Reads for a range of purposes including for pleasure, research, fact checking and study.

Independently uses a dictionary to check spelling and meaning of words.

Remembers the salient points / sequence of stories they have studied, quoting key parts from more than one paragraph.

Identifies simply the themes and conventions of a range of F and NF books.

Confidently identifies some forms of poetry, (free verse, narrative, lyric, etc.)

Identifies how language, structure and **presentation** contribute to meaning.

Reading with the Spirit

Spiritual Learning: The Affective Domain

Word reading

Often enjoys the rewards of reading more challenging texts.

Often takes pride in success in reading more complex words and phrases.

Comprehension

Discusses a range of age-appropriate poems, stories, plays and non-fiction they have enjoyed or been affected by, **beginning to** justify their personal responses and opinions.

Increasingly links what they read or hear to their own experiences, memories, emotions and aspirations, tracking and mapping emotions in fiction.

Often participates in discussion about what is read to them, taking turns and listening to what others say.

In discussions about books, **is beginning to** show empathy with a limited range of characters, suggesting what they may be feeling.

With support, responds to what they have read with simple, collaborative presentations, artworks and dramas.

Occasionally discusses their personal and subjective responses to books identifying words and phrases which capture their imagination and interest and discussing them with others in terms of the writer's intent and potential impact on the reader.

Is **sometimes** curious and asks questions about the text, related to character, setting and motivation.

Has a favourite age-appropriate author or book and can discuss them **in limited terms.**

Word reading

Mostly enjoys the rewards of reading more challenging texts.

Mostly takes pride in success in reading more complex words and phrases.

Comprehension

Discusses a range of age-appropriate poems, stories, plays and non-fiction they have enjoyed or been affected by, often successfully **justifying** their personal responses and opinions.

Frequently links what they read or hear to their own experiences, memories, emotions and aspirations, tracking and mapping emotions in fiction in a more sophisticated way.

Frequently participates in discussion about what is read to them, taking turns and listening to what others say.

In discussions about books, **regularly** shows empathy with a limited range of characters, suggesting what they may be feeling or offering motivations for their actions.

Responds, **with growing independence**, to what they have read with simple, collaborative presentations, artworks and dramas.

Often discusses their personal and subjective responses to books identifying words and phrases which capture their imagination and interest and discussing them with others in terms of the writer's intent and potential impact on the reader.

Is **usually** curious and asks questions about the text, related to character and setting and motivation.

Has a favourite authors or books and can discuss and compare them.

Word reading

Enjoys the rewards of reading more challenging age-appropriate texts.

Takes pride in success in reading more complex words and phrases.

Comprehension

Discusses a range of age-appropriate poems, stories, plays and non-fiction they have enjoyed or been affected by, **justifying** their personal responses and opinions.

Links what they read or hear to their own experiences, memories, emotions and aspirations, tracking and mapping emotions in fiction in a more sophisticated way.

Actively participates in discussion about what is read to them, taking turns and listening to what others say, remembering their contributions.

In discussions about books, **regularly** shows empathy with a limited range of characters, suggesting what they may be feeling or offering practical, moral or spiritual motivations for their actions.

Responds **personally** to texts with simple, collaborative creative responses.

Discusses their personal and subjective responses to books identifying words and phrases which capture their imagination and interest and discussing them with others in terms of the writer's intent and potential impact on the reader.

Is curious and asks questions about the text, related to character, setting and motivation.

Has favourite authors or books and can discuss and compare them, giving limited reasons for preference.

Year 4 Grammar, Punctuation and Spelling

Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]			
Spelling List	although answer appear arrive busy business bicycle <i>caught</i> calendar centre century certain circle	decide different difficult imagine important famous February forward(s) grammar guide guard island	knowledge length library medicine mention <i>naughty</i> notice opposite particular peculiar popular position	possess(ion) possible pressure question recent sentence separate special straight strange strength suppose though thought through various
Spelling Rules	Prefixes: in becomes: il-, im-, ir-, words beginning inter-, anti-			
	Suffixes: –ous, –ation,			
	Endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian			
	Possessive apostrophe with plural words: girls', boys' Words with the /s/ sound spelt sc [science, scene]			
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]			
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition			
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials			
Vocabulary for Children to explore and understand	determiner pronoun, possessive pronoun adverbial			

