



Y4 Reading Assessment Grids			
NC	Specific area	No.	To be working at the expected standard, children need to be able to:
Word Reading	Phonics / Blending	1	Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)
	Prefixes / suffixes / root words / contractions	2	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
	CEW	4	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
	Fluency	5	Read fluently, decoding longer words testing out different pronunciations.
		6	Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
		7	Ask questions to improve their understanding of a text
	Range of texts	8	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
		9	Participate in discussion about both books that are read to them and those they read themselves taking turns and listening to what others say
		10	Read books that are structured in different ways and reading for a range of purposes
	Familiarity with texts	12	Increase familiarity with a wide range of books, including, myths and legends, and retelling some of these orally (split objective with Y3)
Comprehension	Vocab 2a	13	Use dictionaries to check the meaning of words that they have read
		14	Discuss words and phrases that capture the reader's interest and imagination
	Retrieval 2b	15	Retrieve and record information from non-fiction using their knowledge of text structure e.g. headings / sub-headings, contents page.
	Summarising 2c	16	Identify main ideas drawn from more than 1 paragraph and summarise these
	Inference 2d	17	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	Prediction 2e	19	Predict what might happen from details stated and implied
	Relationship Word Choice Comparison / authorial intent 2f, 2g, 2h	20	Identify themes and conventions in a wide range of books (e.g. triumph of good over evil)
		21	Identify how language contributes to meaning
Poetry and performance	22	22	Identify how structure, and presentation contribute to meaning e.g. (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings)
		23	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action to show an awareness of the audience
	24	Recognise some different forms of poetry [for example, free verse, narrative poetry]	