

St Paul's CE Primary School – Reading Assessment Sheet

Year Four			
	Working Towards	Expected	Greater Depth
Word Reading	Generally reads fluently, decoding most new words, beginning to read further exception words.	Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. Reads further exception words, noting the usual correspondences between spelling and sound where these occur in the word.	Reads a wider of challenging texts that are above chronological age with fluency and understanding.
Comprehension	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i> Reading accurately at speed with appropriate intonation and re reads passage to ensure understanding. Reading and re reading a variety of texts around known authors. Uses contents page in non- fiction text to retrieve information and can use the index with support.</p> <p><i>Understand what they read, in books they can read independently, by:</i> - Recognising themes in stories such as good v evil and journeys. - Identifying text types and their conventions (newspaper headlines, letters) - Predicting what might happen from specific details implied such as a character's feelings. - With support can discuss how an author has used key phrases to create an effect.</p>	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i> - Confidently reading aloud and performing with clear intonation to show understanding. - When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases. - Reading books that are structured in different ways and reading for a range of purposes. - Beginning to choose from a wider range of books including new authors not previously chosen. - Widening the recognition of a variety of genre such as first person writing for diaries and numbering for instructions.</p> <p><i>Understand what they read, in books they can read independently, by:</i> - Discussing the style and type of vocabulary used by the author to support comprehension of texts. - Identifies main ideas drawn from more than one paragraph and summarises these. - Drawing inferences from characters feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. - Justifying predictions with evidence from the text. - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. Uses dictionaries to check the meaning of words they have read. Confidently records and retrieves information from non-fiction using contents and indexes. - Recognising an increasing range of different forms of poetry.</p>	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i> - Reading silently with increasing stamina and appraises the text. - Shows awareness of audience when reading out loud selecting a range of appropriate techniques to suit. - Discusses texts from a wider variety of writers, referring to their writing styles and themes. - When using non- fiction texts explaining the purpose and being able to use organisational devices such as glossaries.</p> <p><i>Understand what they read, in books they can read independently, by:</i> - Using inference and deduction to identify key characteristics of more than one character in a story and to comment on these, using evidence to support views. - Beginning to comment on the effectiveness of the author's choice of language.</p>

Name: _____

Autumn Spring Summer

