

## Information for Parents/Carers

### Reading Targets

#### A Year 4 Reader

##### Word Reading

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

##### Comprehension

I know which books to select for specific purposes, especially in relation to science, geography and history learning.

I can use a dictionary to check the meaning of unfamiliar words.

I can discuss and record words and phrases that writers use to engage and impact on the reader.

I can identify some of the literary conventions in different texts.

I can identify the (*simple*) themes in texts.

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

I can explain the meaning of words in context.

I can ask relevant questions to improve my understanding of a text.

I can infer meanings and begin to justify them with evidence from the text.

I can predict what might happen from details stated and from the information I have deduced.

I can identify where a writer has used precise word choices for effect to impact on the reader.

I can identify some text type organisational features, for example, narrative, explanation and persuasion.

I can retrieve information from non-fiction texts.

I can build on others' ideas and opinions about a text in discussion.

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#### Exceeding Year 4 Expectations

I talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.

I can talk about why I prefer certain authors and get 'immersed' in my reading.

I locate and use information from a range of sources, both fiction and non-fiction.

I can compare fictional accounts in historical novels with the factual account.

I can appreciate the bias in persuasive writing, including articles and advertisements.

I use inference and deduction to work out the characteristics of different people from a story.

I can skim, scan and organise non-fiction information under different headings.

I refer to the text to support my predictions and opinions.

When reading aloud, I show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest.