**Information for Parents/Carers**

**Reading Targets**

**A Year 4 Reader**

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| **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. |
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| **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. |

**Information for Parents/Carers**

**Reading Targets**

**Exceeding Year 4 Expectations**

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| I can 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 can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce. |
| I can use inference and deduction to work out the characteristics of different people from a story. |
| I can compare the language in older texts with modern Standard English (*spelling, punctuation and vocabulary*). |
| I can skim, scan and organise non-fiction information under different headings. |
| I can refer to the text to support my predictions and opinions. |
| I can recognise complex sentences. |
| I can show awareness of the listener through the use of pauses, giving emphasis and keeping up an appropriate pace so as to entertain and maintain interest. |