

Ashill Community Primary School
National Curriculum Objectives with Child Speak Targets
Year 4 Reading



Pupil's Name:

Emerging: 10%-39%, Developing 40%-69% Secure 70% (must include key objectives)

Autumn Term:

Spring Term:

Summer Term:

Strand	National Curriculum Objective	Child Speak Target
Word	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	<i>I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</i>
Word	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<i>I am aware that some words sound different to how they are spelt.</i>
Comprehension	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I can show you I have understood an increasing wide range of texts I have read.</i>
Comprehension	Reading books that are structured in different ways and reading for a range of purposes.	<i>I am able to choose from a range of books that are set out differently but give me the information I require.</i>
Comprehension	Using dictionaries to check the meaning of words that they have read.	<i>I can use a dictionary to check the meaning of new words.</i>
Comprehension	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	<i>I can talk about different types of stories I have read.</i>
Comprehension	Identifying themes and conventions in a wide range of books.	<i>I can identify different themes and conventions in a wide range of books I read.</i>
Comprehension	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	<i>I will perform poems and play scripts to read aloud to keep the listener interested.</i>
Comprehension	Discussing words and phrases that capture the reader's interest and imagination.	<i>I will discuss words and phrases that interest me.</i>
Comprehension	Recognising some different forms of poetry [for example, free verse, narrative	<i>I can recognise different types of poetry.</i>

	poetry].	
Comprehension	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	<i>I check what I have read to ensure it makes sense.</i>
Comprehension	Asking questions to improve their understanding of a text.	<i>I ask questions to help me understand more about a book.</i>
Comprehension	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<i>I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</i>
Comprehension	Predicting what might happen from details stated and implied.	<i>I can predict events in stories from what I have read.</i>
Comprehension	Identifying main ideas drawn from more than one paragraph and summarising these.	<i>I can tell what the main ideas in a book are from reading a number of paragraphs.</i>
Comprehension	Identifying how language, structure, and presentation contribute to meaning.	<i>I understand that the way books are set out help the reader to identify the meaning.</i>
Comprehension	Retrieve and record information from non-fiction.	<i>I can use non-fiction books to find out about things.</i>
Comprehension	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	<i>I can take turns when discussing books I have read, or had read to me and listen to what others have to say.</i>