HEAP BRIDGE VILLAGE PRIMARY SCHOOL

Teacher Assessment of Year 4 Reading Objectives

		Year 4											
		ORT*	Stage 13	Stage 14	Stage 15	Stage 16	Stage 17						
		Points	4.0 – 4.1	4.2 – 4.3	4.4 – 4.5	4.6 – 4.7	4.8 – 4.9	7					
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RAMP Reading (ii	nc. related content domains and year group end	Ingints):											
Can read independently using a range of strategies appropriately, including decoding, to establish meaning.													
Activate Prior Knowledge	Can consistently read aloud with expression and intonation taking into account .?,! as well as inverted commas ("") for dialogue.												
	Can read all Y3-4 high-frequency words.												
	Can read aloud with intonation and expression, confidently taking into account higher level punctuation, including ()												
	Is beginning to identify differences between different fiction genres.												
	Can identify language features of some different text types (e.g. that the language of recount is different from the language of instructions).											+ +	
	Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations)											+ +	
Prediction	Can make plausible predictions based on knowledge from/of the text and wider connections (e.g. other books on same theme; other books by same author; a personal connection the child												
(2e - predict what might	makes; a connection the child makes to wider experiences).												
happen from details stated and implied)	When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence.												
Clarifying (2a - give / explain the meaning of words in context) (2b - retrieve and record information / identify key	Is able to quote directly from the text to support thought and discussions.												
	Can confidently locate information by skimming (for a general impression) and scanning (to locate specific information).												
	Can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).												
details from fiction and non- fiction)	Can explore potential meanings of ambitious vocabulary read in context, using knowledge of etymology (the word origin), morphology (the form and structure of word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word.												
Questioning (discussion led by the children, ideally)	Can ask different sorts of questions related to		erence and deduction.										
	Can identify parts of the text that are confusi												
	Can build on someone else's ideas and contrib												
	Can find relevant information to answer a que				e text)								
	Can link suggested answers back to the text				·								
Grammar (2g - identify / explain how meaning is enhanced through choice of words and phrases)	Understands the purpose of a paragraph/chap		•		oters to group related i	deas).							
	Can use knowledge of the alphabet to locate information (e.g. dictionary, index).												
	Identifies where language is used to create mood, build tension or paint a picture.												
	Can comment on the author's choice of punctuation to create mood and build tension.												
	Can discuss how characters are built from dialogue, action and description.												
	Can link suggested answers back to the text (i.e. can use techniques such as text marking)												
<u>Inference</u>	Can explore some straightforward underlying	themes and	d ideas (those that are	not clearly signalled a	at a literal level) in an a	ppropriate level text.							
	Can explain how and why main characters act in a story, using evidence from the text.												
(2d - make inferences from	Can discuss reasons for actions and events ba	sed on evid	ence in the text.										
the text / explain and justify inferences with evidence													
from the text)	Sometimes empathizes with different charact	ers' points o	of view in order to exp	olain what characters a	are thinking/feeling an	d the way they act.							
(2f - identify / explain how	Can recognize how a character is presented in	n different w	ays and respond to tl	nis with reference to t	he text.								
information / narrative	Can use clues from action, description and dialogue to establish meaning. Can read between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act.												
content is related and contributes to meaning as a													
whole)	Can use clues from action, description and dia	alogue to es	tablish meaning.										
	Can read between the lines to interpret mean	ning and/or	explain what characte	ers are thinking/feeling	g and the way they act								
Summarising &	Can summarize and explain the main points in	n a text, refe	erring back to the text	to support this.									
Reflection (2c - summarise main ideas	Can sequence the main points of the stories that they read with a developing understanding of cause and effect.												
from more than one paragraph)	Is beginning to reflect on and discuss the wor	rk of some e	established authors a	nd know what is speci	al about their work <i>(lir</i>	ks to BOOKFLIX & red	ding for pleasure).						
(2h - make comparisons within the text)	Is beginning justify preferences in terms of authors' styles and themes (links to BOOKFLIX & reading for pleasure).												