

## ASSESSMENT GRID FOR READING YEAR 4

	STAGE C: Typical Range of Year 4 Attainment		
	4.1	4.2	4.3
	Beginning to develop Y4 expectations	Embedding understanding of Y4 expectations	Demonstrates mastery and application of Y4 expectations
<b>AF1:</b> use a range of strategies including accurate decoding of text to read for meaning	Secure decoding skills allows independent reading of a wider range of texts with increasing fluency		Will test out different pronunciations when reading longer unfamiliar words where there may be unusual correspondences between spelling and sounds
	Beginning to read silently	Usually reads silently (when reading independently)	
	Through systematic teaching of root words, prefixes and suffixes (as outlined in the spelling POS and matched to year group planning) children should progressively apply this knowledge when reading to help them to understand the meaning of new words e.g. term 1 taught prefix 're' means again. Use this knowledge to decode and understand the word 'reappear'.		Applies knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words
<b>AF2:</b> understand, describe, select or retrieve information, events or ideas from texts & use quotation & reference to text	Demonstrates an increasing familiarity with a wide range of books including fairy stories, myths and legends and can retell some of these orally		
	In guided sessions will refer to information from the text in order to justify a point of view	Will usually refer to information from the text in order to justify a point of view	With increasing independence can justify views about texts read (makes reference to the text to support their ideas)
<b>AF3:</b> deduce, infer or interpret information, ideas or events from text	With support, can predict what might happen next by inferring characters' feelings and motives and justify what they say with implicit and explicit points from the text	Predicts what might happen from details stated and implied	Can draw inferences such as inferring characters' feelings, thoughts and motives for their actions, and justifying inferences with evidence
<b>AF4:</b> identify & comment on the structure & organisation of texts, including grammatical & presentational features at text level.	With support, can comment on the use of presentational devices for a wider range of texts. E.g. numbering and headings in instructions, greetings in letters	Is beginning to give reasons for the use of presentational devices for a wider range of texts. E.g. numbering and headings in instructions, greetings in letters	Can give reasons for the use of presentational devices for a wider range of texts. e.g. <i>The writer uses bullet points to summarise the main reasons.</i>
<b>AF5:</b> explain & comment on writers' use of language, including grammatical & literary features at word and sentence level	In guided sessions, is able to give reasons with supporting evidence/examples for why the author has made particular language choices	Independently, gives reasons with supporting evidence/examples for why the author has made particular language choices	Can give a reasoned description of the effect of writer's language choices and how particular words and phrases capture the reader's interest and imagination e.g. <i>How descriptive phrases create a picture in the reader's mind and conjure the sights and sounds transporting you into a particular scene</i>
	With support, is starting to clarify the meaning of words by linking new meanings to known vocabulary e.g. <i>People in transit – connection made to a transit van to explore and link meaning</i>	Able to clarify the meaning of words by linking new meanings to known vocabulary e.g. <i>People in transit – connection made to a transit van to explore and link meaning</i>	Demonstrates understanding of new words and explains their meaning in context. Able to clarify the meaning of words by linking new meanings to known vocabulary e.g. <i>People in transit – connection made to a transit van to explore and link meaning</i>
<b>AF6:</b> Identify & comment on writers' purposes and viewpoints, & the overall effect of the text on the reader	Demonstrates an improving understanding of the features that writers use to provoke readers' reactions (such as the way a character is introduced-name, description and setting – and how this makes the reader feel about him/her from the outset)	Can give a personal response to the text and, with prompts, will refer to the features the writer has used provoke a reaction and the audience the text is aimed at	Is able to identify a number of features that writers use to provoke readers' reactions and will offer a personal response to this
<b>AF7:</b> relate texts to their social, cultural & historical traditions	Can comment on the typical features of texts set in different times and cultures	Is beginning to make connections between 2 or more texts and discuss similarities of themes and conventions e.g. <i>settings, plots and topic</i>	Can make connections between 2 or more texts and discuss similarities of themes and conventions e.g. <i>settings, plots and topic</i>