

Year 4 READING	Y4 Low Emerging	Y4High Emerging	Y4 Low Embedding	Y4 High Embedding	Y4 Low Expected	Y4 High Expected	Y4 Low Exceeding Y5 Low Emerging	Y4 High Exceeding Y5High Emerging
STEP	20	21	22	23	24	25	26	27
Ticks required	13	26	39	52	65	69	73	77
✓ Total 81 with 13 Key Objectives	The three divisions within each statement are an indication of the depth of pupil understanding not the number of times observed						All Key objectives have to be secure in order to be exceeding	

Reading - Year 4		Beginning	Progressing	Secure
Word Recognition	I can read by sight 90 of the year three/four high frequency words.			
	<b><i>I use my knowledge of root words, prefixes and suffixes (etymology and morphology) to read and to understand the meaning of new words.</i></b>			
	<b><i>I can read books (appropriate to my Lexile score) aloud using my skills without hesitation.</i></b>			
	I re-read books to develop my fluency and confidence.			
Comprehension - Age Appropriate Text Used	I have a Lexile score at least 590.			
	<b><i>I listen to and discuss a range of fiction texts (using age appropriate texts).</i></b>			
	I can talk about the structure of a story referring to the story mountain.			
	I can recall a variety of fairy stories, myths and legends.			
	I listen to and discuss a range of non-fiction texts.			
	I can talk about the structures of non-fiction text (e.g. contents, index, glossary, headings, subheadings, introduction, body, fact boxes).			
	I listen to and discuss a range of poetry.			
	I can talk about the structure of different poems (e.g. shape, acrostic, narrative, riddle).			
	I listen to and discuss a range of play scripts.			
	I can talk about the structure of different play scripts (e.g. stage directions).			
Comprehension - Skills	<b><i>I can check the text makes sense to me, discussing my understanding and explaining the meaning of words in relation to the text.</i></b>			
	<b><i>I can use my knowledge of the alphabet to find a word in the dictionary, quickly and accurately.</i></b>			
	<b><i>I can check the meaning of words that I do not know correctly.</i></b>			
	I ask appropriate questions to improve my understanding of the text.			
	<b><i>I can draw inferences on the characters' feelings, thoughts and motives and I can justify my opinions with appropriate evidence (within age appropriate texts).</i></b>			
	<b><i>I can predict what might happen from what has been implied in the text.</i></b>			
	<b><i>I can identify the main ideas from one paragraph and summarise them.</i></b>			
	<b><i>I can identify themes and conventions in a range of books.</i></b>			
	<b><i>I can retrieve and record key information from a range of non-fiction texts.</i></b>			
	<b><i>I can identify how language, structure and presentation contribute to meaning.</i></b>			
	I can discuss words and phrases in a text which I find interesting or capture my imagination and share them with others.			
	I prepare poems and play scripts to read aloud and to perform with appropriate intonation, tone, volume and action.			
	I participate in discussions about books I have read and ones read to me, taking turns and listening to what others say.			