



Year 4 Reading Attainment and Progress Grid:

Reading Assessment Timetable:								
Autumn			Spring			Summer		
Sept	Baseline	T						
October	Assessment Week	T		Assessment Week	T		Assessment Week	T
December	PIRA test	T	April	PIRA test	T	June	PIRA test	T
	Assessment Week	T		Assessment Week	T		Assessment Week	T

	Autumn (Developing)	Spring (Expected)	Summer (Embedded)
Decoding			
Phonics	Applies phonic knowledge and skills to consistently decode age appropriate texts quickly and accurately.	Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.	Automatic decoding is established to read a range of age-appropriate texts.
	Recognises and effortlessly decodes alternative sounds for graphemes		
	Recognises and effortlessly decodes words of two or more syllables and words with common suffixes – ed ; plurals ending in y, ch, f, x, sh ; ey, y, ly (as per Spelling programme)	Recognises common prefixes – un, dis, mis, in, pre, re, post, sub, inter, super, anti, auto, tele, poly (as per Spelling programme) Recognises common suffixes and root words to establish meanings of new words – gon, gram, graph, sign (as per Spelling programme)	Beginning to use their growing knowledge of prefixes, suffixes and root words to read and determine meaning form new words – sure, ture, cian, sion, tion, ation (as per Spelling programme)
	Recognises and reads some common exception words from NC Year 3 / 4 word list.	When reading aloud, can read, with increasing fluency, most words from NC Year 3 /4 word list.	When reading aloud, can read fluently and accurately without undue hesitation all words from NC Year 3 /4 word list.
Comprehension			
Reading Domain 2a: Give / explain meaning of words in context Reading Domain 2b: Retrieve and record information / identify key details from fiction and non-fiction Reading Domain 2c: Summarise main ideas from more than one paragraph Reading Domain 2d: Make inferences from the text / explain and justify inferences with evidence from the text Reading Domain 2e: Predict what might happen from details stated and implied Reading Domain 2f: Identify / explain how information or narrative content is related and contributes to meaning as a whole Reading Domain 2g: Identify / explain how meaning is enhanced through choice of words and phrases Reading Domain 2h: Make comparisons within the text			



	Autumn	Spring	Summer
Comprehension and Understanding Reading Domains a, b, c, f, h	Makes considered choices about books to read for pleasure.	Can explain why they have chosen a book and what they like about it	Can read a book, and explain, giving reasons, what they like and dislike about it.
	Demonstrate an understanding of a wide range of poetry, stories and non-fiction <i>that they read independently</i> , through identification of key aspects of the text, through explanation and discussion with others.	Demonstrate an understanding of texts they read independently, by identifying that some texts are structured differently.	Demonstrate a good understanding of age appropriate, challenging texts through identifying key aspects of fiction and non-fiction; offer simple explanations of how and why texts are structured according to their purpose.
	Demonstrate an understanding of a wide range of poetry, stories and non-fiction <i>that are read to them</i> , through identification of key aspects of the text, through explanation and discussion with others.	Demonstrate an understanding of texts that are read to them, by identifying that some texts are structured differently.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books.
	Increase familiarity with a wide range of books including fairy stories, myths and legends, and retelling some of these orally.	Can retell the key features of familiar stories.	Can retell well-known stories or stories with familiar formats.
	Recognise themes in books such as good v evil, journeys, changes,	Beginning to accurately summarise sections (paragraphs) of a text they have read.	Can summarise main ideas from more than 1 paragraph.
	Recognise different forms of poetry and discuss its key features – narrative	Recognise different forms of poetry and discuss how language is used – nonsense poetry and alliteration.	Recognise different forms of poetry and discuss its key features – Kennings and Calligrams.
	Prepare poems to read aloud and perform	Prepare poems to read aloud	Prepare poems to read aloud, share or perform.
	With support can use dictionaries to check meaning of words they have read.	Becoming more confident in using dictionaries to check the meaning of words they have read.	Can use dictionaries accurately to check the meaning of words they have read.
	Understands the conventions of text types taught this term – first person diary entries, subheadings for explanation texts,	Understands the conventions of text types taught this term – persuasive language in brochures, use of language in fantasy texts, for and against in discussion pieces,	Understands the conventions of text types taught this term – technical language for non-fiction, sub headings for explanation texts, rules for writing Kennings, the descriptive language for story writing, bullet point / numbers for instructions
	Retrieval	Can locate relevant sections of non-fiction texts to retrieve answers to specific questions, using contents pages	Can use non-fiction texts to retrieve and record answers to specific questions.
Inference Reading Domains d,e	Offer predictions on what might happen next based on what they have already read.	Make predictions on what might happen next from details stated and implied.	Make predictions based on their own experiences and using their knowledge of the text.
	Ask and answer questions, making simple inferences on what has been said and done.	Begin to infer character’s possible feelings and thoughts from actions in the text.	Offer plausible inferences from character’s feelings, thoughts and motives, using evidence from the text to justify their opinions.
Language, Structure and Presentation Reading Domains a,g	With support, can discuss how an author has used key phrases to create an effect.	Discuss the style and type of vocabulary used by the author to support children’s comprehension of texts.	Beginning to comment on the effectiveness of the authors choice of language.
Expected level: Children can read effortlessly to decode word words in age-appropriate books. They can sound out unfamiliar words accurately without undue hesitation, and reads age-related texts with confidence and fluency for an increasing period of time, using intonation. They are beginning to explain unfamiliar words through their context or through dictionary use. They can discuss reading preferences and offer suggestions that would be appropriate for children of their own age. Children are able to discuss a variety of texts with others,		Greater Depth: Children demonstrate a deeper understanding of the main themes/ conventions of books studied, through their discussions. They can retrieve answers to a range of types of questions and add detail into their answers to show their comprehension. They are predicting and inferring using the text as evidence and are able to summarise main ideas from each paragraph, using the over-arching theme as	



demonstrating an awareness of how different texts are organised and the effect this has on the reader. They can recognise themes and patterns in stories with familiar formats and use non-fiction text conventions to retrieve and answer questions.

a guide. They are developing vocabulary and are using it to enhance their discussions and when answering questions. They can make links to other known texts and authors.