

YEAR 4 READING MODERATION GRID

Reading – word reading

Statutory requirements

Pupils should be taught to:

- 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
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - comprehension

Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from more than one paragraph and summarising these
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.

Possible key aspects to assess	Year 4
Word reading; including decoding of text	- Most common exception words read accurately including those with unusual correspondences between spellings and sounds - Reading aloud demonstrates fluency and expression - Discusses how knowledge of root words, prefixes and suffixes supports them in understanding the meaning of new words
Engagement with a range of texts	- Listens to and discusses a wide range of fiction, poetry, plays, non-fiction books - Declares and justifies personal preferences for writers and types of overall text - Offers personal opinion on characters feelings, thoughts and motives from their actions, justifying with evidence
Literal understanding and information retrieval	- Clear understanding of texts read and able to locate information from different parts of the text - Clearly summarise the main ideas within specific chapters and paragraphs - Awareness and identification of some different conventions used across a range of texts
Inferential understanding	- Simple themes identified within similar texts - Deduce and infer information and provide evidence in the text to support opinions - Make reasonable predictions from details implied or deduced from the text
Authorial intent, authors' use of language and presentational features	- Identify and provide reasons for authors' language choices which engage the reader - Commenting on specific aspects of text structure and presentation features

Book band	Phonics phase (approx.)
PINK	2
RED	3
YELLOW	3 & 4
BLUE	4 & 5
GREEN	5
ORANGE	5 & 6
TURQUOISE	
PURPLE	
GOLD	
WHITE	
LIME	

Chaptered books/ 'Free readers':

Key sources of evidence

	Can now ...	Next steps ...
Word reading		
Comprehension		