

Key Performance indicator - Y4					
Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met					
Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks					
Uses dictionaries to check the meaning of words that have been read					
Identifies themes and conventions in a wide range of books					
Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word					
Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context					
Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence					
Predicts what might happen from details stated and implied					
Identifies main ideas drawn from more than one paragraph and summarises these					

Retrieves and records information from non-fiction					
Performance Standard:					
By the end of Y4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace					
<p>A child can:^[1]_{SEP}</p> <p>read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity;^[1]_{SEP}</p> <p>prepare readings with appropriate intonation to show their understanding;</p> <p>summarise and present a familiar story in their own words;^[1]_{SEP}</p> <p>read silently and then discuss what they have read;^[1]_{SEP}</p> <p>attempt to match what they decode to words they may have already heard but may not have seen in print eg in reading the word technical, the pronunciation /tɛʃnɪkəl/ ('tetchnical') might not sound familiar but /tɛknɪkəl/ ('teknical') should;^[1]_{SEP}</p> <p>discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts;</p> <p>and^[1]_{SEP} help develop, agree on and evaluate</p>					

rules for effective discussion.					
A child identifies types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions					
A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen					
In non-fiction, a child knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information					