Year 4

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
D3 I can read out loud fluently and confidently, using a range of punctuation to create expression. How does the (exclamation mark, inverted commas…etc) help you read this sentence? D2 I can use the context of the sentence to help me to read unfamiliar words. Read the rest of the sentence back and see if you can work what that word could mean. D1 I can use knowledge of root words, suffixes and prefixes to read and understand new words. Misprint Dismount	C5 I can retrieve and record information from non-fiction. What is the text about? What type of text is it? Which alternative title/subheading could you use? When did (key event) first take place? Who were the key people involved? C4 I can identify features of different fiction genres. Given that there are spaceships and planets, to which genre could this story belong? What clues tell you that this is a romantic story? C3 I can compare, contrast and evaluate different non-fiction texts. Why is the text arranged in this way? Does the layout and colour of the text have an impact on the reader? What features make this book similar to (another text)? What is the difference between the letter we read last week and this persuasive text? C2 I can locate and record information using skimming, scanning and text marking. This book is about the Egyptians. Can you find me some information about Tutankhamen? C1 I can summarise the main topics drawn from more than one paragraph. What has happened over the course of these two pages? Can you create a timeline of events? Can you create a character profile using the key information from each paragraph?	RD4 I can justify reasons for my opinion using evidence from the text and my own ideas. Do you think the character made the right decision? Why? RD3 I can put together clues from action, dialogue and description to infer meaning. Can you choose a character and say what they felt/thought/did in response to events? How do you know? What does…tell you about how the character is feeling? How did the characters actions affect the outcome of the story? RD2 I can make predictions with evidence from the text and with knowledge of wider reading. What usually happens in this sort of story? What other stories in this genre end that way? Knowing what you do about (a character/an event), what might happen next? Why do you think this? If the story develops in the way you have predicted, how will (a character) respond? Can you find evidence in the text to explain why you think this? RD1 I can use a dictionary to check the meanings of words. Which of the meanings given is the correct one for this context?	L3 I know how suspense is built up in a story. What does the writer do to create atmosphere? What changes to make the story more suspenseful here? Why are short sentences used here? L2 I can find and comment on examples of how authors express different moods, feelings and attitudes. Why does the author use this word? What does the character do to show us how she feels? Why is this word so effective? Which word makes us feel…? Can you find words in the text which help the author create mood/effect? L1 I can recognise the use and effect of patterned language in text. What tools does the writer use to describe the snake? (Slimy, slithering – alliteration.)	R3 I understand how the author wants the reader to respond. How does the writer want us to feel? Why has the writer used this particular word? R2 I can identify themes and conventions in a wide range of books. What is the genre of this story? How do you know? What is this story about? What is the theme? (Greed, heroism) Are there other stories where there are characters like this? R1 I can participate in discussions about fiction, poetry, non-fiction and reference/text books. What happened in the story? Who is telling the story? Was this an enjoyable book? How might it have been improved? What was the best bit? Why? Who would you recommend this book for? What are the arguments for/against the subject of this text/story?	B5 I can perform plays and poems using actions and expression. How does this poem make you feel? How can you show that in your performance? B4 I can recognise and recite some different forms of poetry. Free verse and narrative. Did you hear any repeating patterns in this poem? Does the poem tell a story? How does the author use the shape of the poem to reflect its meaning? B3 I can make connections between books by the same author. What does Michael Morpurgo usually write about? Do all his stories start this way? Do these texts share common features e.g. language or theme? B2 I can make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting. Where is this narrator from? How are things different in this country? Have you read other books about this social problem? B1 I can confidently retell the stories I have read.

Year 4

2b. Retrieve and record information/identify key details from fiction and non-fiction	2c. Summarise main ideas from more than one paragraph.	2a.Give/Explain the meaning of words in context	2e. Predict what might happen from details stated and implied.	2h. Make comparisons within the text
Write down three things you are told about ***********.	Below are some summaries of different paragraphs from this text. Number them 1-6 to show the order in which they appear in the text. The first one has been done for you.	Look at the paragraph beginning: **Find** and **copy one** word meaning…	Do you think that ********************** will ******* (link to likelihood of something happening/doing something in the future)?	Look at page 4. According to the text, give **one** way that giant pandas are… a) similar to other bears b) different from other bears
What was revealed at the end of the story? (tick one)	Which statement is the **best** summary for the whole of page 5? (multiple choice)	(A sentence with one word highlighted) Which word most closely matches the meaning of the word ********/ Which of the following is closest in meaning to …. As it is used here? (table to tick or tick one)	Tick **one**	
Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.	Look at the first 2 paragraphs. Which sentence below **best** describes the farmhouse? Tick one.		Yes ☐	
	2d. Make inferences /explain and justify inferences with evidence	Look at the paragraph beginning: **Find** and **copy one** word that suggests…/ which shows that…	No ☐	

	True	False
*****		
*****		
*****		
*****		

Look at the section headed:***** Complete the sentence below. (multiple choice)

According to the text…..? (1 mark/ Give **two** ways. 2 marks)

Number these facts about the life of the giant panda cub from 1-5 in the order in which they happen. The first one has been done for you.

How do you know that…..? Give **two** ways.

2d. Make inferences /explain and justify inferences with evidence

Look at page **.How can you tell that **?

Look at the paragraph beginning: ** to the paragraph ending: **. What impressions of *** do you get from these two paragraphs? Give **two.**

Look at the first paragraph, beginning: *** How do you know that ***?

What evidence is there of/that **** Give **two** points.

**** (extract from text – poss descriptive/figurative language?) Explain what this description suggests about ******

In what ways might ***** appeal to many readers? Explain fully, referring to the text in your answer.

According to the text, how did ***********?

The experience in the last line could best be described as… Tick one.

The poet describes different stages of his life. Tick the **two** verses that are mainly about the poet's **adult life**.

"quote" What else in the text tells us that….?

What is **one** thing that did **not** change….?

The poet describes …… This makes her sound big and powerful. What other impressions do you get? Give **two** impressions. (2 marks)

Look at page 10. What impressions do you get of *character* at this point in the extract? Give **two** impressions, using evidence from the text to support your answer. (table, 3 marks)

Using information from the text, tick one row to show whether each statement is a **fact** or an **opinion.**

2a column (continued):

Find and **copy one** word from page *** that tells you that …

Look at the paragraph beginning: What does the word ********* suggest about …

"quote" What does the word ********* mean in this sentence? (multiple choice)

Give the meaning of the word/group of words ********* in this sentence:….

Look at the second paragraph on pg 9. This means that… Tick one.

"quote" What do the words *vividly recall* mean? (2 marks)

2e column (continued):

Explain your choice fully, using evidence from the text.

2f. Identify/explain how information/narrative content is related and contributes to meaning as a whole

Draw lines to match each part of the story to the correct quotation from the text.