



Year 4		
Area	Objective (Linked to Target Tracker)	Small Steps (Developmental Continuum of Reading Skills and Behaviours)
Word Reading	Apply his/her growing knowledge of root words to read aloud and to understand the meaning of new words he/she meets.	<ul style="list-style-type: none"> - Use root words to help read unfamiliar words. - Use root words to help understand the meaning of unfamiliar words. -
	Apply his/her growing knowledge of prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets.	<ul style="list-style-type: none"> - Use knowledge of learned prefixes and suffixes to read unfamiliar words. - Use prefixes and suffixes to understand the meaning of unfamiliar words.
	Read words containing common prefixes and suffixes. <i>(re-, sub-, inter-, super-, anti-, auto-, -ation, -ous)</i>	<ul style="list-style-type: none"> - Identify words containing common suffixes. - Identify the root word of common suffixes. - Use decoding strategies to read words containing common suffixes.
	Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.	<ul style="list-style-type: none"> - Know that phonics is a strategy to read unfamiliar words. - Know when phonic strategies will help to read a word when they will not. - Know that many words may have similar pronunciation but may be written differently. - Know that some of these are unusual. - Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words. - Know that unfamiliar words can be read by using knowledge of known similar words. - Use analogy drawing on the pronunciation of similar known words to read others.

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Comprehension	Ask reasoned questions to improve his/her understanding of a text.	<ul style="list-style-type: none"> - Ask questions to ensure understanding of the text. - Ask questions to deepen understanding of a text. – between and beyond the lines. -
	Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say	<ul style="list-style-type: none"> - Understand that the writer wants the reader to respond in a certain way. - Find where the writer has written to make the reader respond in a certain way. - Explain how the writer made sure of the reader’s response, using evidence from the text. - Compare with own personal response. - Compare with other’s personal responses to a text.



		<ul style="list-style-type: none"> - Adapt own response in light of others' responses.
	Retrieve and record information from non-fiction over a wide range of subjects	<ul style="list-style-type: none"> - Choose a specific non-fiction book for a specific purpose. - Know where to find the specific information needed in the book. - Know how to use a non-fiction book to find identified information.
	Understand what he/she reads by:	
	checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of vocabulary in context.	<ul style="list-style-type: none"> - Understand that a reader needs to interact with a text to understand it fully. - Check understanding in any book or text read. - Actively seek the meaning of any vocabulary or language not understood. - Check the meaning of any unfamiliar vocabulary through questioning, discussion or use of dictionaries.
	drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.	<ul style="list-style-type: none"> - Empathise with a character. - Understand why a character acted or responded or felt a certain way. - Understand why the writer wanted the character to respond in a certain way.
	predicting what might happen from details stated and implied.	<ul style="list-style-type: none"> - Make predictions based on the text and from knowledge from other books. - Infer meaning using evidence from events, description and dialogue.
	identifying main ideas drawn from more than one paragraph and summarise these.	<ul style="list-style-type: none"> - Identify main idea/s of a text - Identify main idea in paragraphs in a text. - Know that the main idea of a text can be summarised in a sentence. - Summarise the main idea of a text in a sentence.
	identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials	<ul style="list-style-type: none"> - Know that the organisation and layout of books vary according to the purpose of book. - Use the organisation and layout of a book to find specific information. - Skim to find specific information on a page or in a paragraph. - Scan page or paragraph to find key vocabulary or information. - Record key vocabulary or information found. - Understand that the writers open stories in different ways. - Identify different openings in different books. - Compare different story openings - Find similarities in the use of language and openings in books experienced.
	Maintain positive attitudes to reading and understanding of what he/she reads by:	



	<p>listening to and discussing a wide range of fiction</p>	<ul style="list-style-type: none"> - Know that there is a range of narrative stories. - Discuss the range of narrative stories introduced so far and consider differences and similarities. - Find similarities in books read. - Understand that these have different plot patterns. - Know that the plot develops in different ways according to the plot pattern.
	<p>listening to and discussing a wide range of poetry and plays</p>	<ul style="list-style-type: none"> - Understand that the meaning of poems can be enhanced through performance. - Watch performance of poems. - Discuss how the meaning is enhanced through performance. - Identify that intonation, tone, volume and action can be used to enhance meaning. - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
	<p>using dictionaries to check the meaning of vocabulary that he/she has read.</p>	<ul style="list-style-type: none"> - Identify any vocabulary that are unfamiliar. - Discuss the meaning of vocabulary identified. - Use dictionaries to check or find the meaning of unfamiliar vocabulary. -
	<p>reading a wide range of books for a range of purposes, including fairy stories, myths and legends, and retell some of these orally.</p>	<ul style="list-style-type: none"> - Know that many books have themes. - Discuss the possible theme/s in books. - Identify a theme in a book. - Find evidence which shows what the theme is in a book. - Explain why the evidence shows what the theme is. - Make connections with books with similar themes.
	<p>discussing vocabulary and phrases that capture the reader's interest and imagination.</p>	<ul style="list-style-type: none"> - Identify vocabulary and language that show the setting of a book – historical, cultural or social. - Explain how the writer has used vocabulary and language to show the setting of a book. - Know that writers choose vocabulary and language to show atmosphere, mood or feelings. - Find vocabulary and language in reading that writers have used to show atmosphere, mood or feelings. - Explain how the vocabulary and language used shows atmosphere, mood or feelings. - Explain why the writer has chosen specific vocabulary and language to create mood, atmosphere or feelings. - Record vocabulary and language from reading to use in writing.



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	recognising some different forms of poetry e.g. free verse, narrative poetry	<ul style="list-style-type: none"> - Know that there are different forms of poetry. - Recognise and name different types of poems which have been introduced. - Know that vocabulary and language in poems create effects. - Explain the effect created by the poet’s choice of vocabulary and language. - Know that poems may have patterned language. - Find examples of patterned language in poems read. - Find examples of patterned language for effect - Understand that the writer can use patterned language for effect - Explain the effect of patterned language in poems and why a poet might use it.

Area	Objective
Library objectives	<ul style="list-style-type: none"> - To know how to use the codebreaker to find dewey numbers and to be able to use this knowledge to locate these on the books on the shelves, with support; - To be able to use the library to locate non fiction books to find answers to whole class questions; - To know where the sections of the library are and to be able to use this knowledge to locate books. - To be able to locate a book by genre. - To have an increased knowledge of different authors.