

Y3/Y4 Reading Checklist

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:	
to use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	
to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to begin to read aloud.	
to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to begin to read aloud.	
to begin to read further Y3/Y4 exception words (as listed in Appendix 1*).	
to develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> beginning to use appropriate intonation and volume when reading aloud; recognising and discussing the different features of a variety of texts; discussing authors' choice of words and phrases for effect. 	
to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives; checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	
to retrieve and record information from non-fiction.	

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to develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> beginning to use appropriate intonation and volume when reading aloud; recognising and discussing the different features of a variety of texts; discussing authors' choice of words and phrases for effect. 	
to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives; checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	
to retrieve and record information from non-fiction.	

Y3/Y4 Reading Checklist

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
to usually read fluently, decoding longer words with support, testing out different pronunciations.	
to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they	
to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words	
to read most Y3/Y4 exception words (as listed in Appendix 1*), noting the unusual correspondences between spelling and sound, and where these occur in the word.	
to develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> • reading with an awareness of audience, (e.g. changes in intonation and pace); • reading books that are structured in different ways for a range of purposes and participating in discussions about them; • using appropriate terminology when discussing texts (plot, character, setting). 	
to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • predicting what might happen from details stated and implied. • drawing simple inferences with evidence such as inferring characters' feelings. 	
to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.	

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to usually read fluently, decoding longer words with support, testing out different pronunciations.	
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to develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> • reading with an awareness of audience, (e.g. changes in intonation and pace); • reading books that are structured in different ways for a range of purposes and participating in discussions about them; • using appropriate terminology when discussing texts (plot, character, setting). 	
to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • predicting what might happen from details stated and implied. • drawing simple inferences with evidence such as inferring characters' feelings. 	
to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.	

Y3/Y4 Reading Checklist

Working at Greater Depth within the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge:	
to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	
to apply their knowledge of root words, prefixes and suffixes/word endings (including all listed in English Appendix 1*) to read aloud fluently.	
to understand the meaning of new words through contextual cues.	
to read all Y3/Y4 exception words (as listed in Appendix 1*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.	
to develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> when reading out loud, selects a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience; discusses and compares texts from a wider variety of genres and writers referring to authorial style, themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings); recognises and discusses some different forms of poetry (e.g. free verse, narrative poetry). 	
to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> discusses vocabulary used by the author to create effect; identifies main ideas drawn from more than one paragraph and summarises these; draws inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text; justifies predictions with evidence from the text. 	
to use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.	
to use dictionaries to check the meaning of words that they have read.	

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to apply their knowledge of root words, prefixes and suffixes/word endings (including all listed in English Appendix 1*) to read aloud fluently.	
to understand the meaning of new words through contextual cues.	
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