(3)	Year 4 Assessment Grid												
	Reading												
Word R	eading												
Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; Ref:English Appendix 1													
Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling Ref:English Appendix 1)													
Compre	hension												
Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		,											
Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes		'											
Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read		'											
Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally		,											
Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination		,											

	Year 4 Assessment Grid						
	Reading						
Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry							
Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context							
Understand what he/she reads by asking questions to improve his/her understanding of text with increasing complexity							
Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text							
Understand what he/she reads by predicting what might happen from details stated and implied							
Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these							
Understand what he/she reads by 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							
Retrieve and record	information from non-fiction over a wide range of subjects						
	reasoned discussion about books, poems and other material n/her and those he/she can read for himself/herself, taking to what others say						