		Literal Comprehension (LIT)				Inference (INF)		Responding to the Text (RT)		Language for Effect (LFE)		Themes and Conventions (TAC)	
Indicative Book Band	Termly assessment	Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRED)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
GREY A	Y4 term 1			Antrive information from fiction or some fiction and, whysepsel, record this information. Example: When eaked to find a piece of information from a bode, thild uses index and contents page to help find it and, which a g, by filling in a chart or making simple notice. They can use this and hyperlinks of the band hyperlinks that to find a piece of the simple simple and the simple simple notice. They can use the and hyperlinks of help simple simple simple simple simple notice of the simple simple simple simple profile about a main character, and record the information briefly in note form.		Draw inferences such as characters' feelings, houghts and motives from their actions, and with support on sometimes justify inferences with endeance. Example: Child can answer informatial according a set of a source of a set of a source of the set of a source of a set of a and with support in finding the relevant action of the set of thick can justify their answer, e.g. 'It says he was shaking, so he must be scared.'	Anesite what might hugen in a tarty wid, when directed to a releasing page, call the stated and clearly inglied existing the state of t			Discuss word: and phrases from a page they have red and with prompts if necessary, can explain how they capture the reddy's interest and imagination. Example: Child can discuss the phrase Yacanome fighters' in a block should the Haranne fighters' in a block should the this is an effective choice because it were powerful and diagerous.		Regist to receipting some themes and conventions in first sources and traditional later. Example: In answer to the question. 'New can we tell these is atraditional table, child can identify specific test and language features.	
		With support, identify main ideas drawn from more than one paragraph. Example: Why how the first of the first support of the first of the far support the start of the far issues the quartice. Which have the learned about Egyptian burial practices in the section?			Automatically track meaning of test during reading, self-correcting as part of the reading process (offen without this being apparent to lisitener). With a self-correcting and the self-correcting of meaning good and another than the self- context. Context: A self-correct "The totake context. Context with self-correct "The totake finange," child care goes that "folgoef" might mean plants or leaves.			Perturgate In discussion about books by giving a personal response to operations, taking turns and letting to what others say. Example: Child can give a personal response to questions, e.g. 'Would you have told the truth in this situation? Why?	Use appropriate actions and gestures to convey the meaning of a poem or play acript. Example, the second second second second second register, child spaces and articlutes to help convey that the character is treed.		Usually receptise, when reading, an unfamiliar word, and can use a dictionary to find the meaning of the word. Example (When child come across as unfamiliar word ca, Suhmed; they can find the word in a dictionary and use the definition to explain what the word means.		Recepties some different forms of pottyr. Example: Child can recognise a haiku or a binlut.
			Retel some sub support, and retay many support to the support support failor to this is correct topport. Summings with different dargers of detail, depending on purpose. Example: Houng read a non-fiction test decisition that they involved in making accelerative the target induced in making conclusive in test private and they conclusive in order.	Use range of different non-floates text manual sectors and the sector of the sector of the status and web support choose a simple way to record the information they have discovered. Example: Child understands how to find information in a spitzure, caption or prompting can decide whether to necord the information in note form or in a simple chart.							With prompting if necessary, use a dictionary to guidly their the meaning of a work that is useful that the them. Example: When child comes across an unknown work, they can find the word in a dictostry with minimal or no support, and use the effection to explain what the word means.		
GREY B	Y4 term 2	With support, concisely sum up main ideas dawn from more than one paragraph. Examples: When safed to explain what a page from a non-fiction text is mostly about, child is able to sum this up in a couple of semtence, without getting bagged down in detail.		Aik a question they would like to find the answers to in a fiction or non-ficial book. Examples Holm realing a non-fiction book book about garnes, child aiks a relevant question they hope asserts age, How do planes relevant to the sky? While reading a totry, child aiks a question about piote more characters, e.g. 1 wooder why M Matrin characters, e.g. 1 wooder why M Matrin characters age. The source the answer when it appears in the story.								Identify key themes and conventions in a range of books. Example: Child can explain that good overcomes will in most traditional stells, e. e. provides this reporter in answer to the question. 'What makes us bink that Cnderells will be DK in the end?'	
	Y4 term 3	Discosing a book with others, sak questions to improve understanding of the least. Example: When thinking about a non- ficion text on an undimitian topic, child miching provide the and discussing with unders given their rice on terraces? By thinking about these discussing with others, others, child can arrive at a better understanding.	Retell stories with support, and refuy main points of sequentially obtained non- main points of sequentially obtained non- transport of the second second second second with different depending on purpose. Examples Living results of a story in many drait, induct any them are year the three main events are, unally making seconds chalces about which events to include.		Check that text makes sense, discussing their understanding and explaining meaning of works in context. Example: VWH minimal prompting, child goods entrest and minicuses at they read, so that works and the sense and the sense maker. (Indicates the sense of the sense maker, they are sense to be sense to be sense read.		Make a plausible prediction about what might happen next in a story, and when provider can explain nextme. Example: When asked to explain why they think a particular even will happen to story, child can lind at least one piece of endence that backs up their lifes.	,			Use a dictionary to check the meaning of words they have read. Example: When child comes across an unknown word, they know how to find the word in the dictionary and use the definition to help them understand the word.	Read books that are structured in different ways and for a range of anypeaks. Example: Child can choose appropriate books to read for plasaure and users provide fixed and the structure of the structure fixed and information about a topic that interests them.	Identify how language, structure and presentation contribute to maning. Example: Critica can structure and an example critical can structure and alterest types of writing by recognizing features such as greating in inters and the use of the first person in diares.
		identify reals ideas drawn from more than one paragraph and summarise these. Complet Child can survey the question: Which has happened in this chapter? guing main ideas and events.		Netrives and record information from diction and non-filter. Example China Markan and San		Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence. Example CMI can somer questions such as "I work of CMI evid when he autified into his mer school, and how do we know? with He was scared. It says he was shaking."	Predict what might happen from what is stated and might of a text. Example in response to the question: Too you taken Apopy will follow the nular? child can predict using exidence, e.g. No. Because II say the course for figure accoust II say the course for figure tock to the nules."	Participate discussion about books, Lading turns and latening to what tabers any, Exampler: Child can give a personal response to questions, e.g., 'Do you think date made the right choice?' What would not have done?'	Program points and play scripts to read adout and to perform, showing understanding through interaction, tone, whether and actions. Example: Child adapts their voice proprioritient and and use performs to any proprioritient and and use performs to any e.g., speaking in an excited voice to show delight.	Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination. Example: Child can pick such the word "Linking self" from a paraged for tard wiphin that it's a good word because it makes it sound as if the characters were going very fast.		Has increasing familiarity with a wide range of book, holding fairy atoms, mythic, lagrens, fiction, poorty, piper, con- mutation, and the second second second second result atoms and documentations to a Consultant South and the second second second different types of books, showing good understanding of the similarities and differences between books.	Identity some of the ways in which Riction facts are archardward, e.g. (hong) ward of chapters. Example: Child can find examples of how some chapters open dramatically and other chapters and on a cliftmarger.
						End of Year	4 - meeting lower KS2 curricu	lum requirements					