Reading Assessment Checklist

Year 4

Name _____

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Working towards the expected standard									
Predict what might happen from details stated									
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions									
Use dictionaries to check the meaning of unfamiliar words									
Identify main idea of a text									
Identify how structure, and presentation contribute to the meaning of texts									
Working at expected standard									
Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words									
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word									
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words									
Know which books to select for specific purposes, especially in relation to science, history and geography learning									
Use dictionaries to check the meaning of unfamiliar words									
Discuss and record words and phrases that writers use to engage and impact on the reader									
Know and recognise some of the literary conventions in text types covered									
Begin to understand simple themes in books									
Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action									
Explain the meaning of words in context									
Ask questions to improve understanding of a text									
Infer meanings and begin to justify them with evidence from the text									
Predict what might happen from details stated and deduced information									
Identify how the writer has used precise word choices for effect to impact on the reader									
Identify some text type organisational features, for example, narrative, explanation, persuasion									
Retrieve and record information from non-fiction									
Make connections with prior knowledge and experience									
Begin to build on others' ideas and opinions about a text in discussion									
Explain why text types are organised in a certain way									
Working at Greater Depth									
Locate and use information from a range of sources, both fiction and non-fiction									
Compare fictional accounts in historical novels with the factual account									
Appreciate the bias in persuasive writing, including articles and advertisements									
Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce									

Use inference and deduction to work out the characteristics of different people from a story									
Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary)									
Skim, scan and organise non- fiction information under different headings									
Refer to the text to support predictions and opinions									
Recognise complex sentences									
Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest									