**Reading Assessment Grid – Year 4**

| **Context/Name/Date** | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Book Band Progression** | | | | | | | | | | | | |
| **Copper** | | | | | | | | | | | | |
| **Topaz 25** | | | | | | | | | | | | |
| **Topaz 26** | | | | | | | | | | | | |
| **Ruby 27** | | | | | | | | | | | | |
| **Ruby 28** | | | | | | | | | | | | |
| **Sapphire** | | | | | | | | | | | | |
| **Text Reading:** Fluency, Pace and Expression | | | | | | | | | | | | |
| Read and comprehend **many** words containing taught prefixes and suffixes (dis, mis, in, un, il, im, ir, re, sub, inter, super, anti, auto, -ly, -ation, -ous, -sion, -ssion, -tion, -cian) | **1** | | | | | | | | | | | |
| Read and comprehend **most** words from the Y3/4 statutory list:<br>*accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women* | **2** | | | | | | | | | | | |
| Use a range of reading cues to read at an appropriate rate and conversational pace:<br>• *drawing on phonic knowledge and strategies*<br>• *recognising words which are not spelled phonetically*<br>• *applying knowledge of similar-looking words*<br>• *reading ahead to look for clues to determine meaning and pronunciation*<br>• *re-reading to clarify meaning and pronunciation*<br>• *considering the context of the sentence* | **3** | | | | | | | | | | | |
| Uses punctuation to read with good phrasing, mostly in clause and sentence units. | **4** | | | | | | | | | | | |
| Varies expression and volume to reflect their interpretation of the passage. | **5** | | | | | | | | | | | |
| **Content Domain 2A & 2B:** ability explain the meaning of words <u>in context</u> and retrieve/record key information from texts | | | | | | | | | | | | |
| Use knowledge of word formation and prefixes/suffixes to construct the meaning of words in context. | **6** | | | | | | | | | | | |
| Use the wider context of the sentence and paragraph to construct the meaning of unfamiliar words. | **7** | | | | | | | | | | | |
| Discuss and explain examples of language which capture the reader's interest. | **8** | | | | | | | | | | | |
| Use a dictionary to check the meaning of unfamiliar words. | **9** | | | | | | | | | | | |
| Locate specific information to answer questions, making efficient use of text features. | **10** | | | | | | | | | | | |
| Locate information using skimming, scanning and text marking. | **11** | | | | | | | | | | | |
| Justify my responses to what I have read by referring to the text. | **12** | | | | | | | | | | | |
| Accurately retrieve key details to answer 'how' or why' questions; use pertinent quotations to justify thoughts | **13 GDS** | | | | | | | | | | | |

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| **Content Domain 2C: ability to summarise main ideas from more than one paragraph** | | | | | | | | | | | | |
| Use texts to make notes for specific purposes, especially to support my learning in other areas of the curriculum. | **14** | | | | | | | | | | | |
| Number sentences to show the order in which events appear within the text. | **15** | | | | | | | | | | | |
| Identify the structure of a text e.g. identify transitions between opening, build up, climax & resolution in narratives, how information is set out in NCRs etc. | **16 GDS** | | | | | | | | | | | |
| Comment upon the credibility of the information in non-fiction texts | **17 GDS** | | | | | | | | | | | |
| **Content Domain 2D: ability to make inferences from the text / explain and justify inferences with evidence from the text** | | | | | | | | | | | | |
| Infer meaning using evidence from action, dialogue and description. | **18** | | | | | | | | | | | |
| Deduce what characters are like and why they react as they do. | **19** | | | | | | | | | | | |
| Explain deductions and inferences using evidence from the text (e.g. I know this because, in the text it says…) | **20** | | | | | | | | | | | |
| I can devise and answer relevant 'How do you know…?' questions | **21 GDS** | | | | | | | | | | | |
| **Content Domain 2E: ability to predict what might happen from details stated and implied** | | | | | | | | | | | | |
| I can refer to details in the text to support my predictions about characters and events. | **22** | | | | | | | | | | | |
| I can use details which are implied in the text to make predictions. | **23** | | | | | | | | | | | |
| **Content Domain 2F: ability to identify / explain how information / narrative content is related and contributes to meaning as a whole** | | | | | | | | | | | | |
| Explain how the organisation or order of events adds to the effectiveness of a narrative text. | **24** | | | | | | | | | | | |
| Identify the organisational features of some non-fiction texts e.g. explanation, persuasion. | **25** | | | | | | | | | | | |
| Interpret information presented as a table or labelled diagram. | **26** | | | | | | | | | | | |
| Recognise some different forms of poetry, using performance to develop my understanding of the meaning. | **27** | | | | | | | | | | | |
| **Content Domain 2G: ability to identify / explain how meaning is enhanced through choice of words and phrases** | | | | | | | | | | | | |
| Identify when the writer sometimes uses short, punchy sentences to gain effect. | **28** | | | | | | | | | | | |
| Comment on how the language in texts varies depending on the audience and purpose e.g. a diary written in the first person, the greeting to begin a letter. | **29** | | | | | | | | | | | |
| Comment on the effectiveness of the author's choice of language to create moods, build tension and add impact, including some use of figurative language. | **30** | | | | | | | | | | | |
| Explain the way the writer may use certain language to help get a point across and quote phrases to support my explanation. | **31** | | | | | | | | | | | |
| **Content Domain 2H: ability to make comparisons within the text** | | | | | | | | | | | | |
| Identify themes or conventions of different text types and talk about how an author may have played with these to add impact. | **32** | | | | | | | | | | | |
| Identify the theme of a text and explain to others, building on their opinions and views, how the author's viewpoint was communicated to the reader. | **33** | | | | | | | | | | | |
| Explain why a writer has organised the information within a text in different ways e.g., the use of numbering, headings. | **34** | | | | | | | | | | | |
| **Score** | | | | | | | | | | | | |
| **Stage judgement** | | | | | | | | | | | | |