

## Year 4 Targets

### Oral:

- Orally retell whole stories/sections of stories linked to the Y4 range
- Recite poems by heart, using intonation, tone and volume to maintain the interest of the listener
- Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot
- Discuss their understanding of both texts they have read independently and those read to them
- Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean?
- Explain their views, listen to others' views and respond

### Word reading:

- In line with Appendix 1: apply their knowledge of root words, prefixes and suffixes to read aloud
- In line with Appendix 1: note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words
- Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently
- Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books)

V	<ul style="list-style-type: none"> <li>• Identify the language conventions of non-fiction in relation to the text type</li> <li>• Explain the meaning of new words in context</li> <li>• Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are</li> <li>• Use age appropriate dictionaries to check the meanings of words</li> </ul>
I	<ul style="list-style-type: none"> <li>• Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real</li> <li>• Justify inferences with <u>several pieces of evidence</u> from the text to support one specific point</li> </ul>
P	<ul style="list-style-type: none"> <li>• Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble</li> </ul>
E	<ul style="list-style-type: none"> <li>• Identify the author's message about the theme</li> <li>• Identify the structural conventions of non-fiction in relation to the text type (see range)</li> <li>• Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork</li> </ul>
R	<ul style="list-style-type: none"> <li>• Use contents, indexes, glossaries and sub-headings to locate specific information</li> <li>• Use skimming to locate main ideas in the text</li> <li>• Use scanning to locate specific information</li> <li>• Independently identify key questions to research about a topic</li> </ul>
S	<ul style="list-style-type: none"> <li>• Make notes from one source to answer key questions through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping e.g. where do penguins live? What temperature is it there?</li> <li>• Summarise ideas from across several paragraphs or sections</li> </ul>

