



## My Year 4 Learning Journey for Reading

		<b>I am Working Towards Year 4's objectives with support (Emerging)</b>	<b>I am Working Towards Year 4's objectives (Developing)</b>	<b>I am Achieving Year 4's objectives (Secure)</b>
Decoding	1	I can read out loud with increasing confidence, and can read silently and independently. I can often work out how to read new words.	I can read confidently either silently or with increasing fluency and accuracy out loud (eg at least Oxford Reading Tree Level 12), beginning to focus on my understanding rather than working out individual words. I can often work out how to read new words without interrupting my fluent reading too much.	<b>*I can read confidently either silently or with good pace, accuracy and expression out loud</b> (eg at least Oxford Reading Tree Level 13), taking account of punctuation and focussing on my understanding rather than working out words. <b>I can quickly work out how to read most new words without interrupting my fluent reading.</b>
	2	I can sometimes make a sensible guess at the meaning of new words in my reading and can then can use a dictionary and find and check the words and their meanings with a little bit of help.	I can often make a sensible guess at the meaning of new words in my reading and can then check my guess using a dictionary to find the words and their definitions.	<b>*I can make a sensible guess at the meaning of new words in my reading and can then check my guess using a dictionary to quickly find the words and their definitions.</b>
Range of Reading, Enjoyment and Response	3	I am an increasingly independent reader who often reads or shares books for my own enjoyment inside and outside of school. I can, with help, give my opinion about a book I have read, with a reason for my view.	I am an independent reader who reads a variety of age appropriate fiction and non-fiction for my own enjoyment inside and outside of school. I can give my views and preferences about the books I have read, sometimes justifying them with reasons from the text.	<b>I am an enthusiastic, independent reader with a positive attitude towards reading</b> , who chooses to read a variety of age appropriate fiction and non-fiction for a particular purpose eg reading a specialist book to learn more about a hobby, following a series by the same writer. I can discuss my views and preferences about the books I have read, often justifying them with reasons from the text.
	4	I can, with help, identify, give examples and sometimes discuss some of the features of language, structure and presentation in a text.	I can often identify some of the features of language, structure and presentation in some different types of text and begin to explain how these help the reader, giving examples.	<b>*I can usually identify the typical features of language, structure and presentation in different types of text and begin to explain how these help the reader</b> eg using a formal sign-off in a formal letter, use of subheadings and headings in non-fiction..
	5	I am familiar with and can re-tell the main events from a range of stories (including fairy stories, myths and legends).	I am familiar with and can accurately re-tell a range of stories (including fairy stories, myths and legends).	<b>I can accurately summarise and re-tell a wide range of stories</b> (including fairy stories, myths and legends), <b>giving some interesting, relevant detail.</b>
	6	I can, with help, give a theme in a text that I have read or give an opinion about books by a particular author.	I can sometimes identify the same theme, style or features in some different texts I have read.	<b>*I can make and discuss connections between books</b> eg different books I have read <b>on a similar theme</b> such as bullying <b>or</b> between books <b>by the same author</b> eg 'Michael Morpurgo often starts his stories in the present but then goes back in time.'
Unders tandin	7	I can recognise the main ideas in given paragraphs.	I can identify the main ideas in given paragraphs and can often sum these up.	<b>*I can identify the main ideas in paragraphs and can usually sum these up</b> in one or two sentences using key vocabulary from the text.



Understanding (Comprehension)	8	I can sometimes make a reasonable prediction about what will happen next, sometimes giving a reason linked to the text for my prediction when prompted.	I can usually make a reasonable prediction about what will happen next, giving a reason for my prediction sometimes using some clues in the text and/or other similar books that I have read.	<b>*I can usually make a prediction about what will happen next,</b> giving a reason for my prediction often using some clues in the text and/or other similar books that I have read.
	9	I am starting to draw simple inferences (eg about characters' feelings, thoughts and motives) from the text.	I can draw inferences and begin to back up my ideas using some relevant evidence from the text when reminded.	<b>* I can draw inferences and begin to back up my ideas using one or more pieces of evidence from across the text to support each point.</b>
	10	I can usually identify and discuss words and phrases and language that interest or inspire me and sometimes explain why.	I can usually identify and discuss words and phrases and language that interest or inspire me and explain why, beginning to think about the effect on me as a reader.	<b>*I can identify words and phrases and language that interest or inspire me and explain why, often describing the effect on me as a reader.</b> 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
	11	I can ask relevant questions beforehand with help and use the features of given non-fiction texts to answer them.	I can sometimes ask relevant questions beforehand and use the features of given non-fiction texts to answer them, sometimes using techniques such as skimming and scanning..	<b>*I can usually identify relevant questions beforehand and use the features of given non-fiction texts to answer them</b> eg contents, fact-boxes, glossaries and by using the skills of skimming, scanning, text marking.
	12	I can find and record information from a non-fiction book with help.	I can find and record relevant information from a non-fiction book to answer questions.	<b>I can find and record relevant information from a non-fiction book to answer questions in a clear, well-organised way</b> eg highlighting, using bullet points, a spider diagram.

My Learning Reflection			
	This term in my reading, I have improved...	My next step in my reading is to...	Test Score
Autumn:			
Spring			
Summer			



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Notes:

- All steps with an asterisk are KPI's (Key Performance Indicators)
- Numbering has no significance but is for ease of reference.
- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.