



Year 4 Reading Targets

Targets

- I can check that the texts I read make sense and can discuss what I understand of them. I can explain the meaning of some interesting words.
- I can ask relevant questions to improve and develop my understanding of a text.
- I can draw inferences from the stories and poems I read. For example, I can infer a characters' feelings, thoughts and motives from their actions. I can find relevant evidence to justify the inferences I make.
- I can make reasoned predictions of what might happen which are clearly derived from the details in a text, both stated and implied.
- I can identify the main ideas drawn from at least 2 paragraphs and can summarise what I have read accurately and concisely.
- I can identify how language, structure, and presentation contribute to the overall meaning of a text.
- I can discuss books that are read to me and which I have read myself, taking turns and listening to what others say.
- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read for a range of purposes, reading and understanding books that have been structured in different ways.
- I can use a dictionary to check the meaning of words that I come across when reading.
- I am familiar with an increasingly wide range of books, including fairy stories, myths and legends, and I can retell some of these orally.
- I can identify themes and conventions in a wide range of books independently.
- I can prepare poems and plays to read aloud and perform, using intonation, tone, volume and action to show what I understand of what I have read.
- I can discuss the words and phrases that capture my interest and imagination.
- I can recognise some different forms of poetry such as free verse and narrative poetry.
- I can confidently retrieve and record information from non-fiction texts independently.
- I can use my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.
- I can read more exception words, noticing the unusual correspondences between spelling and sound, and where these occur in the word.