	Wood End Primary School Year 4 Reading Targets Age appropriate book bands – pale green, orange, black, silver	Experie		Achieve d		Fluency	
Word Reading							
1) I can read most exception words accurately, (from the year 4 list) including words that do not follow spelling patterns.							
2) I can improve my reading speed and confidence – 110 words per minute							
3) I can read independently and stay focused for at least 10 minutes							
Comprehension							
4) I can ask questions about what I have read to help me understand a complicated text.							
5) I can use my understanding of root words, prefixes (including re-, sub-, inter-, sub-, super-, ant-, auto-) and suffixes (including –ation, -ous) to help me understand the meaning of new words. (V)							
6) I can use a dictionary to check the meaning of unfamiliar words. (V)							
7) I can suggest which word could be used to fill in an omitted word.(V)							
8) I can find a word (synonym) or group of words in a text that mean the same as another given word. (find and copy) (V)							
9) I can identify which word/words are closest in meaning to a given word or phrase. (V)							
10) I can identify which word in a text is used for a given purpose. (V)							
11) I can identify a word or phrase which implies an effect or creates a given impression (I) (V)							
12) I can infer how a character is feeling on the basis of what is said or done (I)							
13) I can infer why a character behaves in a certain way using evidence to support my answer (I)							
14) I can use information given to infer charcteristics eg. Unwell, thoughtful, age (I)							
15) I can predict what will happen using details stated in a text. (P)							
16) I can predict what might happen from clues implied in a text. (P)							
17) I can identify and explain features (eg characters, language, style) and common themes in a wide range of books (E)							
18) I can identify and explain similarities and differences between characters, setting and events. (E)							
19) I can comment on the effect an author's word choice has on the text. (E)							
20) I can explain what the features and conventions of different texts are (E)							
21) I am beginning to answer retrieval questions when the words are not directly used in a text. (R)							
22) I can skim and scan fiction texts efficiently to help me answer questions (R)							
23) I can find and record information by skimming and scanning non-fiction texts using structural devices (R)							
24) I can summarise what has happened in a text using themes from paragraphs to help me. (S)							
25) I can order (chronologically / prioritise) the main events in a fiction or non-fiction text. (S)							
26) I am using my reading skills in other lessons to build my knowledge of a subject.							
27) I can listen to and discuss a range of age appropriate poems, plays and non-fiction texts (including reference books or textbooks.)							
28) I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.							
29) I can recognise and discuss different types of poetry (free verse and narrative poetry).							
30) I can read aloud and perform poems and play scripts showing understanding through intonation, tone, volume and action.							

31) I can join in a clear reasoned discussion about the books and poems that I have read or have been read to me, taking turns and listening to others.						
I can accurately use meaning seeking strategies to work out unfamiliar words in context. GDS (V)						
I can justify inferences using detailed and accurate evidence (GDS) (I)						
I can answer a range of retrieval questions using evidence from across texts both fiction & non-fiction (GDS) (R)						