FPS Year 4 Reading Assessment

Word reading and fluency	Vocabulary	Inference	Prediction	Explanation	Retrieval and Recall	Summary and Sequencing
	Can identify the author's choice of language and literary devices in fiction (e.g. the gravestones stood to attention) and non-fiction (e.g. 'foul felon' in a newspaper headline) and discuss their effect on the reader					
	Can sometimes discuss how a text can affect the reader and the language that the author has used to create those feelings			Can sometimes explain different characters' points of view		
				Is beginning to recognise how characters can be portrayed in different ways, and explain this with reference to the text		
Can read most of the Year 3 / 4 Common Exception Words	Can find and copy a word or phrase which shows X about a character, setting or opinion			Is beginning to identify the difference between some fiction genres as well as a wide range of non-fiction genres	Can use knowledge of the alphabet to locate words in a dictionary or thesaurus	
				Can discuss the word of established authors what is special / unique about their work	Can use knowledge of text structure to locate information needed to answer questions e.g. appropriate headings / subheadings in non-fiction; find relevant paragraph or chapter in fiction	
Can read confidently and independently using a range of strategies appropriately to establish meaning e.g. self-correcting, widening knowledge of vocabulary	Can explain the impact of using a certain word or phrase	Can read between the lines, using clues from action, dialogue and description to interpret meaning and / or explain what characters are thinking / feeling and the way they act		Is able to quote directly from the text to support thoughts and discussions	Can use text marking to support retrieval of ideas or information in texts e.g. highlighting the 5Ws, notes in the margin etc	Can compare the structure of different stories to discover how the differ in pace, build up, sequence, complication and resolution
Can read aloud with intonation and expression, taking into account a wider range of presentational devices such as capital letters or italics for emphasis, and a more sophisticated range of punctuation including … () and -	Can identify the effects of different words and phrases to create different images and atmosphere e.g. powerful verbs, descriptive adjectives and adverbs	Can identify the point of view from which a story is told, or the personal opinions / viewpoint of the writer	Is able to explore potential alternatives that could have occurred in texts, e.g. alternative endings, referring to the text to justify their ideas	Can explain how paragraphs are linked e.g. use of adverbials or pronouns for character continuity	Can scan texts to locate specific information	Can summarize and explain the main points in a text
Can read aloud with intonation and expression, taking into account . , ! ? ' for contraction and " " for dialogue	Can work out the meaning of ambitious words / phrases in context	Can use clues from action, description and dialogue to help establish meaning	Is able to make predictions based on what they have read and their wider experiences	Can refer to the text to support opinions and predictions	Can answer literal fact retrieval questions in age-related texts	Can skim texts to get a general idea of what has been written