

End of Year 4

Reading - Recording Grid using Statutory Interim TA framework criteria
Please indicate in the A,B,C & D the location of the work and the date.



Children must display evidence over a range (information, explanations, instructions, recounts, reports and stories) and length of texts.

Working at the expected standard

As a minimum, statements in **Bold** in the table need to be highlighted to achieve WTS.

For GDS, the child will need to achieve all objectives over a range of books and with more challenging texts.

STRAND	Name:	A	B	C	D	collection
	Pupil(s) are beginning to independently apply their knowledge in many instances.					
ENJOYMENT & PERFORMANCE	Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts.					
	Regularly listening to whole novels read aloud by the teacher.					
	Retelling a range of stories, including less familiar fairy stories, myths and legends.					
	Learning a range of poems by heart and rehearsing for performance.					
	Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action.					
	Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.					
	Develop, agree on and evaluate rules for effective discussion.					
	Making and responding to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i>					
DECODE	Use knowledge of root words to understand meanings of words.					
	Use prefixes to understand meanings e.g. <i>sub-,inter-, anti-, -auto-</i> .					
	Use suffixes to understand meanings e.g. <i>-ation, -ous, -tion, -sion, -ssion, -cian.</i>					
	Read and understand meaning of words on Y3/4 word					
	Use punctuation to determine intonation and expression when reading aloud to a range of audiences.					
DEFINE	Explaining the meaning of key vocabulary within the context of the text.					
RETRIEVE	Analysing and evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i>					
	Scanning for dates, numbers and names.					
	Explaining how paragraphs are used to order or build up ideas, and how they are linked.					
	Navigating texts to locate and retrieve information in print and on screen.					
SUMMARISE	Identifying main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because...1/2/3 reasons, The Science and Industry Museum is a worthwhile place to visit because 1/2/3 reasons across a text.</i>					
INFER	Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.					

	Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.					
PREDICT	Making predictions based on information stated and implied.					
RELATE	Identifying, analysing and discussing themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i>					
	Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes.</i>					
EXPLORE	Reading books and texts for a range of purposes and responding in a variety of ways.					
COMPARE	Analysing different forms of poetry e.g. <i>haiku, limericks, kennings.</i>					
	Analysing and comparing a range of plot structures.					