



**Repton Manor Primary Reading Framework - Year 4**

Name: \_\_\_\_\_

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>W o r d</b>	Reads <b>most</b> of the Y3/4 common exception words by sight noting unusual correspondence between spelling and sound.	Reads <b>all</b> of the Y3/4 common exception words by sight noting unusual correspondence between spelling and sound.	Reads <b>all</b> of the Y3/4 common exception words by sight noting unusual correspondence between spelling and sound.
	Read a range of age-appropriate text types from those specified for YRs 3 and 4, developing in fluency (at least 90 words a minute); read with occasional support.	Read with fluency a range of age-appropriate text types from those specified for YR 3/4. Read at a speed sufficient for them to focus on understanding.	Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4.
	Read a <b>wide and developing range</b> of common exception words by sight, noting unusual correspondence between spelling and sound.	Read <b>most</b> common exception words effortlessly, noting unusual correspondence between spelling and sound.	Read <b>almost all</b> common exception words automatically, noting unusual correspondence between spelling and sound.
	Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words.	Know the full range of GPCs (knowing a GPC means being able to match a phoneme (sound) to a grapheme (way the sound is written) and vice versa), and use phonic skills consistently and automatically to address unfamiliar or challenging words.	Use phonic skills automatically where relevant, to address unfamiliar or challenging words.
	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. <b>usually, completely, disagree, simply, misbehave.</b>	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. <b>information, invasion, enclosure, mountainous.</b> Read root words with the prefixes: <b>Re- Sub- Inter- Super- Anti- Auto-</b> Read root words with the suffix: <b>-ous.</b>	Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. <b>immature, impatient, international, autobiography, frantically, vigorous and spontaneous.</b>
<b>C o m p r e h e n s i o n</b>	Identify themes in a range of texts e.g. a theme of 'wintry settings' or 'life style in another country'; begin to recognise the conventions of a legend or play; recognise how a non-fiction book is presented in order to better inform the reader.	Identify themes & conventions in a range of texts e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.	Independently or in groups, identify themes & conventions in a range of texts. Make comparisons within and between different texts.
	Draw inferences not immediately obvious from the text e.g. characters' feelings, thoughts & motives, from their actions or words.	Draw inferences & justify with evidence e.g. characters' feelings, thoughts & motives, from their actions or words.	Without prompting, draw inferences & justify with evidence e.g. characters' feelings, thoughts & motives, from their actions or words. Draw comparisons.
	Predict what might happen, sometimes independently.	Predict what might credibly happen from details stated & implied.	Provide credible & insightful predictions about what might happen.
	Find & record information independently; sometimes require support.	Identify & summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.	Confidently identify & summarise main ideas drawn from more than one paragraph.
	Begin to identify how words or presentation contribute to meaning e.g. the diagram & labels help you to understand the different parts of a plant.	Retrieve & record information from non-fiction texts.	Retrieve & record information competently from non-fiction texts.
	Pick out words & phrases which interest them & help them to imagine things.	Identify how language, structure & presentation contribute to meaning e.g. the introduction leads you into the text; each paragraph describes a different character.	Identify how language, structure & presentation contribute to meaning e.g. 'threatening' means that a storm is close & could be dangerous.
	Provide a simple explanation of a text, to show understanding.	Explain & discuss their understanding of the text e.g. describe a sequence of events; the way a character changes; the different ways to make a cake.	Provide explanations which show their high level of understanding of the text.