| Reading Moderation Year 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Class: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Working Just Below Expected Standard** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Read decodable texts (including phonics to phase 6) without with automaticity and accuracy and at a rate of at least 90 words per minute. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Take note of punctuation when reading aloud. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Discuss their understanding of the text | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Make predictions based on details stated. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Draw inferences around characters thoughts, feelings and actions. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Working At Expected Standard** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Read both decodable and non-decodable texts without overly sounding out and with automaticity. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Use knowledge of root words to understand meanings of words. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Use prefixes to understand meanings e.g. *sub-,inter-, anti-,-auto-*. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Use suffixes to understand meanings e.g. *–ation, -ous, -tion, -sion, -ssion, -cian*. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Use punctuation to determine intonation and expression when reading aloud to a range of audiences. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Explaining the meaning of key vocabulary within the context of the text. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Making predictions based on information both stated and implied. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Scan texts for dates, numbers and names. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Navigate texts to locate and retrieve information in print and on screen. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Working At The Greater Depth.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Read a range of texts with fluency (as assessed using the Fluency Rubric). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Use punctuation and context to determine intonation and expression when reading aloud to a range of audiences. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence and explanation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| • Provide reasoned justifications for their views by justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |