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| **Green C****beginning****beginning+****developing** | **Green B****developing+****secure****secure+** | **Green A****greater depth 1****greater depth 2****greater depth 3** |
| Generally reads fluently, decoding most new words, beginning to read further exception words. | **Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity**.**Reads further exception words, noting the usual correspondences between spelling and sound where these occur in the word.**  | *Reads a wider of challenging texts that are above chronological age with fluency and understanding.* |
| *Develops positive attitudes to reading and understanding of what they read by:*Reading accurately at speed with appropriate intonation and re reads passage to ensure understanding.Reading and re reading a variety of texts around known authors. Uses contents page in non- fiction text to retrieve information and can use the index with support.*Understand what they read, in books they can read independently, by:*- Recognising themes in stories such as good v evil and journeys.- Identifying text types and their conventions (newspaper headlines, letters)- Predicting what might happen from specific details implied such as a character’s feelings.- With support can discuss how an author has used key phrases to create an effect.**Y4 Autumn expected = green beginning****Y4 Spring expected = green developing****Y4 Summer expected = green secure** | *Develops positive attitudes to reading and understanding of what they read by:*- **Confidently reading aloud and performing with clear intonation to show understanding.****- When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases.**- Reading books that are structured in different ways and reading for a range of purposes.- Beginning to choose from a wider range of books including new authors not previously chosen.- Widening the recognition of a variety of genre such as first person writing for diaries and numbering for instructions. *Understand what they read, in books they can read independently, by:*- Discussing the style and type of vocabulary used by the author to support comprehension of texts. **- Identifies main ideas drawn from more than one paragraph and summarises these**.**- Drawing inferences from characters feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text.****- Justifying predictions with evidence from the text.****- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.****Uses dictionaries to check the meaning of words they have read**.**Confidently records and retrieves information from non-fiction using contents and indexes.**- Recognising an increasing range of different forms of poetry. | *Develops positive attitudes to reading and understanding of what they read by:*- Reading silently with increasing stamina and appraises the text. - Shows awareness of audience when reading out loud selecting a range of appropriate techniques to suit.- Discusses texts from a wider variety of writers, referring to their writing styles and themes. - When using non- fiction texts explaining the purpose and being able to use organisational devices such as glossaries.*Understand what they read, in books they can read* ***independently****, by:*- Using inference and deduction to identify key characteristics of more than one character in a story and to comment on these, using evidence to support views. - Beginning to comment on the effectiveness of the author’s choice of language. |