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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. |