Year 4	End of Year Expectations
	At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary. - Ask questions to clarify understanding. - Identify main themes/ideas based on evidence drawn from different points in the text. - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Word Reading	- Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. - Apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet.

Range of texts

-Be introduced to a range of authors that they might not choose themselves

-Be able to select own books (and be taught how to do so)

- Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read.

-Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.

-Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

Comprehension	- Retrieve and record information from non-fiction.
Themes and Conventions	- Read books that are structured in different ways and reading for a range of purposes. -Recognise key themes in what they read
Language for Effect	- Identify how language, structure and presentation contribute to meaning.
Making Inferences	- To discuss their understanding and explain the meaning of words in context. - Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence. - Predict what might happen from details stated and implied.