



My Learning Journey for Reading

Year 4 Name:

word-reading		understanding	
I independently use my knowledge of root words, prefixes and suffixes to help me read new words.		I discuss or explain what characters think, do or feel, using information in the text.	
When I read aloud or perform in a play, I can control my volume and use the right expression.		I explain or retell a sequence of events accurately.	
I read words with a range of prefixes like submarine , subplot , automatic and reappear .		I reasonably predict the next event, based on what I've read so far.	
I automatically read words with 'y' making the short 'i' sound, like myth , pyramid and mysterious .		I can spot hidden meanings in stories and other texts.	
I use my phonic decoding skills to segment and blend new words I come across.		I join with others to perform plays or recite poetry, sometimes by heart.	
I read and understand a wide range of homophones which sound the same or similar, despite their spelling, like effect / affect or scene / seen .		I discuss words and phrases which interest me, explaining why. I talk about the effect of words.	
		I identify the main theme or idea from several paragraphs.	
I can automatically read many words which are sometimes tricky to read, like through , someone , conquer , eight and daughter . I discuss the parts of the words which are challenging.		I find and record information details from non-fiction texts.	
		I explain the differences between various kinds of poems.	
		I notice the punctuation as I read, including commas.	
I know all the different ways to write each of the 44 phonemes. For example, for the 'sh' phoneme I can read musician and chef ; for 'k' I can read - chorus and packet .		I check the text makes sense as I read, and correct my own mistakes.	
		I describe the way a range of non-fiction texts are set out, for example the title or subheadings.	
I read a range of texts fluently, understanding as I read.		I join in conversations with others, to listen to their views and express my opinions, or to ask questions.	
I read most words correctly in my reading book, only pausing occasionally to work a word out.		When I talk about the different kinds of books I read, I can use details to explain my preferences.	