

WORKING AT THE EXPECTED LEVEL



I can usually read fluently, decoding longer words with support, testing out different pronunciations.

Date: _____

I can apply my growing knowledge of root words and prefixes to begin to read aloud and to understand the meaning of new words I meet.

Including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-

I can apply my growing knowledge of root words and suffixes or word endings to begin to read aloud and to understand the meaning of new words I meet.

Including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian.

I can read most year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

I can develop a positive attitude to reading and understanding what I have read by:

reading with an awareness of the audience by changing my intonation and pace.

reading books that are structured in different ways for a range of purposes and participating in discussions about them.

using appropriate terminology when discussing texts and the plot, characters and settings.

I can understand what I have read, in books I can read independently, by:

predicting what might happen next from details stated and implied.

drawing simple inference with evidence such as inferring characters' feelings.

I can retrieve and record information from non-fiction texts using conventions such as indexes, contents pages and glossaries.

**Please note that this is Grammarsaurus' interpretation of the National Curriculum.*

