

	Y3 Achievement Statements Reading	Y4 Achievement Statements Reading	
3F1	Use knowledge of root word, prefixes and suffixes to decode words while reading ->	4F1	Identify unusual matches between spellings and sounds to help me read exception words
3F2	Find given words in a dictionary->	4F2	Use a dictionary to speedily look up an unknown word's meaning or its spelling
3F3	Use a contents page, index, chapters, headings and glossaries to locate a place in a text ->	4F3	Use a contents page, index, chapters, headings and glossary to get information to answer a question
3F4	Read aloud clearly so that the audience can hear me (progresses to 4F6)	4F4	Name conventions in a wide range of books
3F5	Read at an age equivalent level of 8 years and 9 months or more (as measured on a normative test)	4F5:	Recognise and name some different forms of poetry (e.g. free verse, narrative)
3F6	Read aloud a familiar text at my level at a rate of 100 words per minute	4F6	Use pauses and body language when reading aloud
3C1	Use knowledge of root words, prefixes and suffixes to tell someone the meanings of many new words (-ing, un- etc. See Appendix in NC Programme of Study (progresses to 4C2)	4C1	Explain what type of text is being read and describe some of its features (e.g. fiction, poetry, play, non-fiction)
3C2	Retell a story or relate instructions from a text that has been read (progresses to 4C3)	4C2	Consistently use my knowledge of root words, prefixes and suffixes to get the likely meaning of unfamiliar words (See Appendix in NC Programme of Study)
3C3	Explain a book's message or main theme in their own word ->	4C3	Tell someone else the main ideas in a fiction or non-fiction text at their own reading level
3C4	Ask questions which will help to better understand a text	4C4:	Identify themes in a wide range of books
3C5:	Retell stories that have been heard or read from a wide range of books (progresses to 4C3)	4C5	Find what is needed in a book by searching quickly for key words or phrases
3C6	Alter the voice when reading something exciting, humorous or emotional	4C6:	Talk about the possible meanings of new words within a sentence
3C7	Use actions to support the audience's understanding when reading aloud (progresses to 4F6)	4C7:	Identify when reading is not making sense and use strategies to self-correct
3C8	Work as part of a group to discuss books that have been read or that have been read to the group (progresses to 4C6, 8,9,10,11)	4C8	Name and describe some similarities and differences between books that have been read
3C9	Tell people about reading preferences both by naming the author and talking about the types of stories they like	4C9	Describe some similarities and differences between poems that have been read
3C10	Suggest how a character might be feeling or why they chose to act in particular ways	4C10	Compare different versions of the same myth and legend
3C11	Use the details in a text to help predict what might happen (progresses to 4C13)	4C11	Point to different types of sentences a writer has used
3C12	Use examples to support my point of view in a text	4C12	Talk about the way a writer's choice of words makes the reader feel or think
		4C13	Justify predictions about a text through talking about what has been noticed so far
		4C14	Find and tell the main arguments for or against a particular point of view in a text