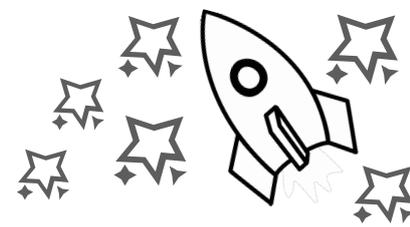


# Achievement Statements

## Year 4 Reading



Foundational Achievement Statements		Power Statement
I can identify unusual matches between spellings and sounds to help me read exception words		
I can use a dictionary to speedily look up and unknown word's meaning or its spelling		☆
I can use a contents page, index, chapters, headings and glossary to get information to answer a question		☆
I can name conventions in a wide range of books		
I can recognise and name some different forms of poetry (e.g. free verse, narrative)		
I use pauses and body language when I am reading aloud		
I can read at an age equivalent level of 9 years and 8 months or more (as measured on a normative test)		
I can read aloud a familiar text at my level at a rate of 110 words per minute		☆
Conceptual Achievement Statements		Power Statement
I can explain what type of text I am reading and describe some of its features (e.g. fiction, poetry, play, non-fiction)		☆
I can 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)		☆
I can tell someone else the main ideas in a fiction or non-fiction text at my reading level		☆
I can identify themes in a wide range of books		
I can find what I need in a book by searching quickly for key words or phrases		☆
I can talk about the possible meanings of new words within a sentence		
I can identify when I am reading is not making sense and use strategies to self-correct		☆
I can name and describe some similarities and differences between books I have read		☆
I can describe some similarities and differences between poems I have read		
I can compare different versions of the same myth and legend		
I can point to different types of sentences a writer has used		
I can talk about the way a writer's choice of words makes me feel or think		
I can justify my predictions about a text through talking about what I have noticed so far		☆
I can find and tell the main arguments for or against a particular point of view in a text		☆

### The Progression of Evidence

This objective has been TAUGHT.	Achieved with SUPPORT.	Achieved INDEPENDENTLY.	Shown in a CROSS-CURRICULAR piece of work.	INDEPENDENTLY APPLIED.
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