

Lower Key Stage Two

Year 3 and 4

Reading Teacher Assessment

Word Reading
I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words I meet.
I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Comprehension
I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can read books that are structured in different ways and for a range of purposes.
I can use dictionaries to check the meaning of words that I have read.
I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
I can identify themes and conventions in a wide range of books.
I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
I can discuss words and phrases that capture the my interest and imagination.
I can recognise some different forms of poetry [for example, free verse, narrative poetry].
I understand what I read independently by checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.
I understand what I read independently by asking questions to improve my understanding of the text.
I understand what I read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence.
I understand what I read independently by predicting what might happen from details stated and implied.
I understand what I read independently by identifying main ideas drawn from more than one paragraph and summarising these.
I understand what I read independently by identifying how language, structure, and presentation contribute to meaning.
I can retrieve and record information from non-fiction.

To note;

1. The LKS2 and UKS2 checklists are based on the assessment guidance provided by the DfE in the curriculum, which does not differentiate between Working towards, Working At and Working at Greater Depth.
2. The statements have been separated into word reading and comprehension.