

Symphony Assessment System – English – Reading

Bold = Performance Descriptors which are **NON-NEGOTIABLES** and, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step

Year Group	Year 4 TAFs are in red type		
Point	25	27	29
Grade	4C	4B	4A
Assessment Milestone	Step 1	Step 2	Achieved Y4 <i>Refer to non-statutory guidance for exemplification</i>
WORD READING	<ul style="list-style-type: none"> • Can read approx half of the Year3/4 common exception words list ® • Can read a range of standard appropriate texts fluently and accurately • Can skim and scan to identify key ideas in a text 	<ul style="list-style-type: none"> • Can read most of the Year 3/4 common exception words list • Apply their growing knowledge of root words, prefixes and suffixes when reading new words • Can understand and explain the function of punctuation including apostrophe for possession for plural nouns and "" for direct speech 	<ul style="list-style-type: none"> • Can read vast majority if not all of the Year3/4 common exception words list • Apply their 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 they meet • Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account
READING COMPREHENSION	<ul style="list-style-type: none"> • Read texts that are structured in different ways for a range of purposes • Can locate information by skimming and scanning (e.g to locate specific information or to form a general impression) • Is able to quote directly from the text to support thoughts and discussions • Predict what might happen from details stated and implied • Can use text marking to support retrieval of information or ideas from texts (highlighting, underlining or making notes) • Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and their actions • Can discuss reasons for action and events based on evidence • Understand that different kinds of sentences can affect the meaning (short sentences for impact or to create pace) 	<ul style="list-style-type: none"> • Can use knowledge of text structure to locate specific information (e.g. headings, sub-headings, chapters in non-fiction, find relevant paragraph/chapter in fiction) • When prompted, can justify and elaborate on opinions and predictions referring back to the text for evidence • Can quote directly from the text to answer questions • Can read between the lines using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way the act • Can identify the viewpoint from which a story is told and how this affects the readers' response (e.g. author's bias) • Can understand and explain different characters' points of view • Can discuss how characters are built from small details • Can recognise how a character is presented in different ways and respond to this, with reference to the text • Identify and explain the difference between fact and opinion • Recognise some different forms of poetry (for example, free verse, narrative poetry) • Identify main ideas drawn from more than one paragraph • Use dictionaries to check the meaning of words that they have read, independently • Check that the text makes sense to them, discussing their understanding and checking the meaning of words in a glossary or dictionary • Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> • Can locate information quickly and effectively from a range of sources using techniques such as the use of headers and footers in a dictionary, text marking and indexes • Can refer to the text to support opinions and predictions (e.g. summing up what has been found, state thoughts, find evidence to support views) • Can begin to use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the texts • Can discuss how an author builds a character through dialogue, action and description and the relationship between characters, explaining the effects this has on the reader • Can talk about the effects of different words and phrases to create different images and atmosphere (verbs, adjectives and adverbs) • Can talk about the authors' choice of language and its effect on the reader in different non-fiction texts (e.g. Heroic Headteacher saves pupil) • Can identify the ways in which paragraphs are linked (e.g connecting adverbs and pronouns for continuity) • Ask questions to improve their understanding of a text • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • Can identify and discuss the various features of fiction genres (e.g. science fiction, adventure, mystery, fable, myth)