



**BIGGLESWADE ACADEMY**  
**YEAR 4 READING TARGETS**

	Decoder	Comprehension Digger	Reading Detective	Language Lover	Responder	Big Reader
Greater Depth		<p>C17 I can discuss complex narrative plots.  <i>Pairs of parallel narratives; flash-backs.</i></p>	<p>RD21 I can recognise different points of view and make up my own mind about an issue left deliberately vague by the author. <i>Discussions/Arguments.</i></p> <p>RD20 I can draw information from different parts of the text to infer meaning. <i>The reason why Bess kills herself in the Highwayman, is because of her loyalty to him and the emptiness of her life without the promise of his return. The news of his death is the reason for her actions and this shapes her future.</i></p>	<p>L18 I can identify and describe the styles of individual writers and poets.</p> <p>L17 I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.  <i>Expressive: "How dare you come alone?"</i>  <i>Figurative: The iridescent chandelier gleamed majestically in the candlelight.</i>  <i>Descriptive: The cottage nestled snugly in the cliff-side.</i>  <i>Poetry: The gull's way and the whale's way and the wind's like a whetted knife.</i></p>	<p>R15 I am able to talk about themes in a story and recognise thematic links with other texts.  <i>Loneliness, pride, avarice</i></p> <p>R14 I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts. <i>He has only mentioned the bad points about air travel and ignored the good.</i></p>	<p>B16 I can compare the openings of a particular novel with the beginning of novels read recently. <i>The setting, character traits, vocabulary and layout.</i></p> <p>B14 I understand that texts reflect the time and culture in which they were written. <i>The type of events illustrated in Treasure Island would be in living memory at the time of publication.</i></p>
Expected	<p>D19 I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses.</p> <p>D18 I can respond to more sophisticated punctuation.  <i>Changing voice for direct and indirect speech.</i></p> <p>D17 I can work out the pronunciation of homophones, using the context of the sentence.</p> <p>D16 I can read out loud fluently and confidently, using a range of punctuation to create expression.</p>	<p>C16 I can compare, contrast and evaluate features of non-fiction texts, such as bullet points, labels and diagrams.</p> <p>C15 I can identify features of different fiction genres.  <i>Mystery, Science-Fiction, Fantasy</i></p> <p>C14 I can compare, contrast and evaluate different non-fiction texts.  <i>The purpose of this text is to persuade people, whilst this text informs them...</i></p> <p>C13 I can locate and record information using skimming, scanning and text marking.</p> <p>C12 I can summarise the main topics drawn from more than one paragraph.</p>	<p>RD19 I can infer a character's moods, thoughts, feelings and attitudes using evidence from the text.</p> <p>RD18 I can justify reasons for my opinion using evidence from the text and my own ideas.  <i>I like the way the writer uses description to give us an illustration of the island before the characters arrive. It unsettles you.</i></p> <p>RD17 I can put together clues from action, dialogue and description to infer meaning.  <i>The footprints were large, like those of the astronaut, so he is probably the culprit.</i></p> <p>RD16 I can make predictions with evidence from the text and with knowledge of wider reading.</p> <p>RD15 I can use a dictionary to check the meanings of words.</p>	<p>L16 I can use language features of a range of non-fiction text-types to support understanding. <i>Persuasive rhetoric; arguments.</i></p> <p>L15 I know how suspense is built up in a story, including the development of the plot. <i>He uses short sentences to increase the pace and tension.</i></p> <p>L14 I can find and comment on examples of how authors express different moods, feelings and attitudes.</p> <p>L13 I can recognise the use and effect of patterned language in text.  <i>The slithering, snakes slipped into the barn, undaunted by the imposing doors.</i></p>	<p>R13 I can talk about the author's techniques for describing characters, settings and actions. <i>Appalling is a really good word as it shows how annoyed the writer is.</i></p> <p>R12 I understand how the author wants the reader to respond.</p> <p>R11 I can identify themes and conventions in a wide range of books.  <i>Heroism, morals, quests.</i></p> <p>R10 I can participate in discussions about fiction, poetry, non-fiction and reference/text books. <i>Asking and answering questions about a text.</i></p> <p>L1 I can learn new vocabulary and understand it with the help of context and an adult.</p>	<p>B15 I can participate in discussions about books, building on my own and others' ideas and challenging views courteously. <i>Enid Blyton is old fashioned because children don't talk like that nowadays.</i></p> <p>B13 I can perform plays and poems using actions and expression. <i>Intonation, tone, volume.</i></p> <p>B12 I can recognise and recite some different forms of poetry. <i>Free verse and narrative.</i></p> <p>B11 I can make connections between books by the same author. <i>Michael Morpurgo often starts his stories in the present tense but then goes back in time.</i></p> <p>B10 I can make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting. <i>The island sounds really dangerous to us because we have not heard of these creatures.</i></p>



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						B9 I can confidently retell the stories I have read.
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