



Year 4: The order of objectives is just a suggestion of how to structure your year. Generally, word reading and retrieval skills come first, followed by inference & language in the spring and work on whole text/wider themes in the summer (once a wider range of texts have been taught). Please feel free to change the order or break down larger objectives. The ORT objectives are included to give a clearer idea of what an ARE reader would look like at each stage. ORT follows the NC but offers a wider interpretation of objectives which can be really useful.

<p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>● apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li> <li>● read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>				
<p><b>Reading Comprehension</b> <i>Develop positive attitudes to reading, and an understanding of what they read.</i> <i>(on going all year)</i></p> <ul style="list-style-type: none"> <li>● discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>● read books that are structured in different ways and read for a range of purposes</li> <li>● use dictionaries to check the meaning of words that they have read</li> <li>● increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>● identify themes and conventions in a wide range of books</li> </ul>	<p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>● Use retrieval to answer questions which require the comprehension of multiple passages of text or scenes of narrative</li> <li>● Be able to select appropriate information, which is accurate, and discard information that does not fit the parameters of the question</li> <li>● Skim and scan to identify key ideas and answer questions from a text (non-fiction and fiction)</li> <li>● Locate information quickly and effectively from range of sources by using techniques such as text marking and using the index</li> </ul>	<p><b>Deduce &amp; Infer</b></p> <ul style="list-style-type: none"> <li>● Predict what might happen from details stated and implied</li> <li>● Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences from evidence</li> <li>● Discuss understanding and explain the meaning of words in context in relation to the above point.</li> <li>● Summarise the qualities of characters by referencing multiple examples of inference and deduction.</li> </ul>	<p><b>Language for effect</b></p> <ul style="list-style-type: none"> <li>● Identify structures of texts and deliberate choices in author's language</li> <li>● Talk about the author's choice of language and structure and its effect on the reader in a wider range of texts.</li> <li>● Discuss how the texts affects the reader by making reference to the author's choice of language and/or structure</li> </ul>	<p><b>Themes &amp; Conventions</b></p> <ul style="list-style-type: none"> <li>● Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution</li> </ul>
<p><b>Autumn:</b> ORT levels 14 would be ARE</p> <ul style="list-style-type: none"> <li>● I can read increasingly complex fiction and non-fiction for 30 minutes or longer.</li> <li>● I can recognise most types of punctuation when reading aloud and use this to help me add expression.</li> <li>● I can make clearer links between different parts of a text and apply this knowledge.</li> </ul>			<p><b>Extension:</b> Autumn Yr.5 ARE is L16 so make sure this is totally secure before looking at the following:</p> <p><b>Yr. 5 Spring objectives:</b></p> <ul style="list-style-type: none"> <li>● I can use appropriate expressions when reading aloud, taking into account the punctuation</li> <li>● I can work out the meaning of unknown words by using grammar and sentence structure clues, or by drawing on the surrounding page.</li> <li>● I can use complex inference and deduction skills to work out meaning across a whole book.</li> <li>● I can sometimes point out features that make an author</li> </ul>	
<p><b>Spring:</b> ORT levels 15 would be ARE</p> <ul style="list-style-type: none"> <li>● I can often work out the meaning of a word by thinking about the whole sentence.</li> <li>● I can use inference to work out how and why characters change.</li> <li>● I can form a basic view point and back it up with evidence from the text.</li> </ul>				



**Summer:** ORT levels 16 would be ARE

- I can read several chapters independently.
- I can identify when characters are depicted through dialogue as well as direct description.
- I can sometimes work out the author's point of view in both fiction/nonfiction.
- I can sometimes recognise when a story is told from more than one perspective.

distinctive (tone, manner etc.)