

These are the things that children in year 4 must know by the end of the academic year to be on track for their age.

Stoke Reads: Path 4 'Must Know'

Genres

Fiction
Poetry
Plays
Fairy stories
Myths and Legends
Play scripts
Reading Books structured in different ways
Non-fiction
Reference books or text books
Retrieve and record information from non-fiction

Words

Read words on the word list Yr 3&4

Speaking and Listening

Speculate, hypothesise, imagine and explore ideas through spoken language

Speak audibly and fluently with an increasing command of spoken English

Adapt talk to suit a particular audience

Reading

Read aloud in different contexts
Familiarise with words that begin with a silent letter

Develop breadth and depth of reading

Learn poetry by heart

Prepare poems and plays to read aloud with expression, volume, tone and intonation

These 'must know' objectives are split into paths and steps to cover an aspect each term. Children are expected to achieve Path 4 step 1 by the end of the Autumn term, Path 4 step 2 by the end of the Spring term and be working within Path 4 step 3 by the end of the academic year.

	Word Reading	Comprehension	Comprehension	Comprehension	Comprehension
	SR1	SR2	SR3	SR4	SR5
P a t h 4 : S t e p 1	<p>Read an even greater variety of suffixes (ive, tion, ic etc) and prefixes (anti, co, non, pre, ex etc)</p> <p>Read longer words by testing out different pronunciations.</p>	<p>Identify and discuss issues , locating evidence from the text</p> <p>Interpret the effects of words and phrases for example to create humour, images and atmosphere</p> <p>Infer reasons for actions and events based upon evidence from the text</p> <p>Distinguishes between fact and opinion</p> <p>Routinely skims, scans and make notes across the curriculum</p> <p>Show understanding through tone, intonation, volume and action within poems and play-scripts read aloud or performed.</p>	<p>Makes comparisons between different texts types and evaluate their usefulness.</p> <p>Routinely use non-fiction texts to extract information across the curriculum. (Increased challenge within the texts).</p>	<p>Routinely discuss the shades of meaning that create mood and build up tension.</p>	<p>Distinguish between fact and opinion across a variety of texts and across the curriculum.</p> <p>Justify predictions they make by referring to the story 'James was feeling anxious because he couldn't eat any breakfast'</p> <p>Empathise with characters motives and behaviour</p>
P a t h 4 : S t e p 2	<p>Read on sight all the words from year 3 and 4 word list</p> <p>Extend their understanding and interest in the meaning and origin of words.</p> <p>Selects and read a range of appropriate texts fluently and accurately.</p> <p>Uses contextual knowledge to determine meaning.</p> <p>Skim and scan to identify key ideas.</p> <p>Understands how the meaning of sentences is shaped by punctuation, word order or connectives.</p> <p>Tackles unfamiliar words using appropriate strategies.</p>	<p>Identify and draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying actions with evidence.</p> <p>Understands how to convey their comprehension of a text by listening, performing and reading aloud with expression.</p> <p>Recognises the impersonal style of factual texts</p> <p>Justifies opinions and elaborate by referring to the text.</p> <p>Show understanding of significant ideas, themes, events and characters.</p> <p>Able to skim and scan efficiently for key facts.</p> <p>Re-reads to check accuracy.</p> <p>Can prepare for research by selecting appropriate sources of information.</p>	<p>Makes comparisons between different texts types and evaluate their usefulness.</p> <p>Routinely use non-fiction texts to extract information across the curriculum. (Increased challenge within the texts).</p> <p>Identify features of different fiction genres.</p> <p>Compare, contrast and evaluate different non-fiction texts.</p> <p>Able to explain purpose of layout / organisation in non-fiction.</p> <p>Understands how paragraphs and chapters are used to order and build up ideas.</p>	<p>Replicates the authors style in short narratives or summaries.</p> <p>Routinely discuss the shades of meaning that create mood and build up tension.</p> <p>Comment upon the use and effect of author's language.</p> <p>Able to identify specific techniques eg. simile, metaphor, repetition, exaggeration.</p>	<p>Distinguish between fact and opinion across a variety of texts and across the curriculum.</p> <p>Recognises how the author encourages the reader to emphasise with the character, or a particular viewpoint or opinion.</p> <p>Expresses personal response.</p> <p>Able to explain author's point of view simply.</p>
P a t h 4 : S t e p 3	<p>Read the full range of prefixes and suffixes</p> <p>Routinely extend their understanding and interest in the meaning and origin of words</p> <p>Adapt voice when reading aloud.</p> <p>Take part in peer discussion about book.</p>	<p>Demonstrate understanding of themes, events etc</p> <p>Discuss the plot and how complications are resolved</p> <p>Empathise with different characters point of view</p> <p>Confidently identify and draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying actions with evidence.</p>	<p>Routinely use non-fiction texts to extract information across the curriculum. (Increased challenge within the texts).</p> <p>Make critical comparisons between texts and evaluate their effectiveness with reference to the type of text</p>	<p>Comment on the effect of figurative language to create an effect</p> <p>Confidently discuss the shades of meaning that create mood and build up tension.</p> <p>Evaluates the use and effect of author's language.</p> <p>Routinely identifies specific techniques eg. simile, metaphor, repetition, exaggeration.</p>	<p>Distinguish between fact and opinion across a variety of texts and across the curriculum.</p> <p>Recognises and discusses how the author encourages the reader to emphasise with the character, or a particular viewpoint or opinion.</p> <p>Comments identify the author's main purpose.</p> <p>Able to explain reasons for personal response to text.</p>