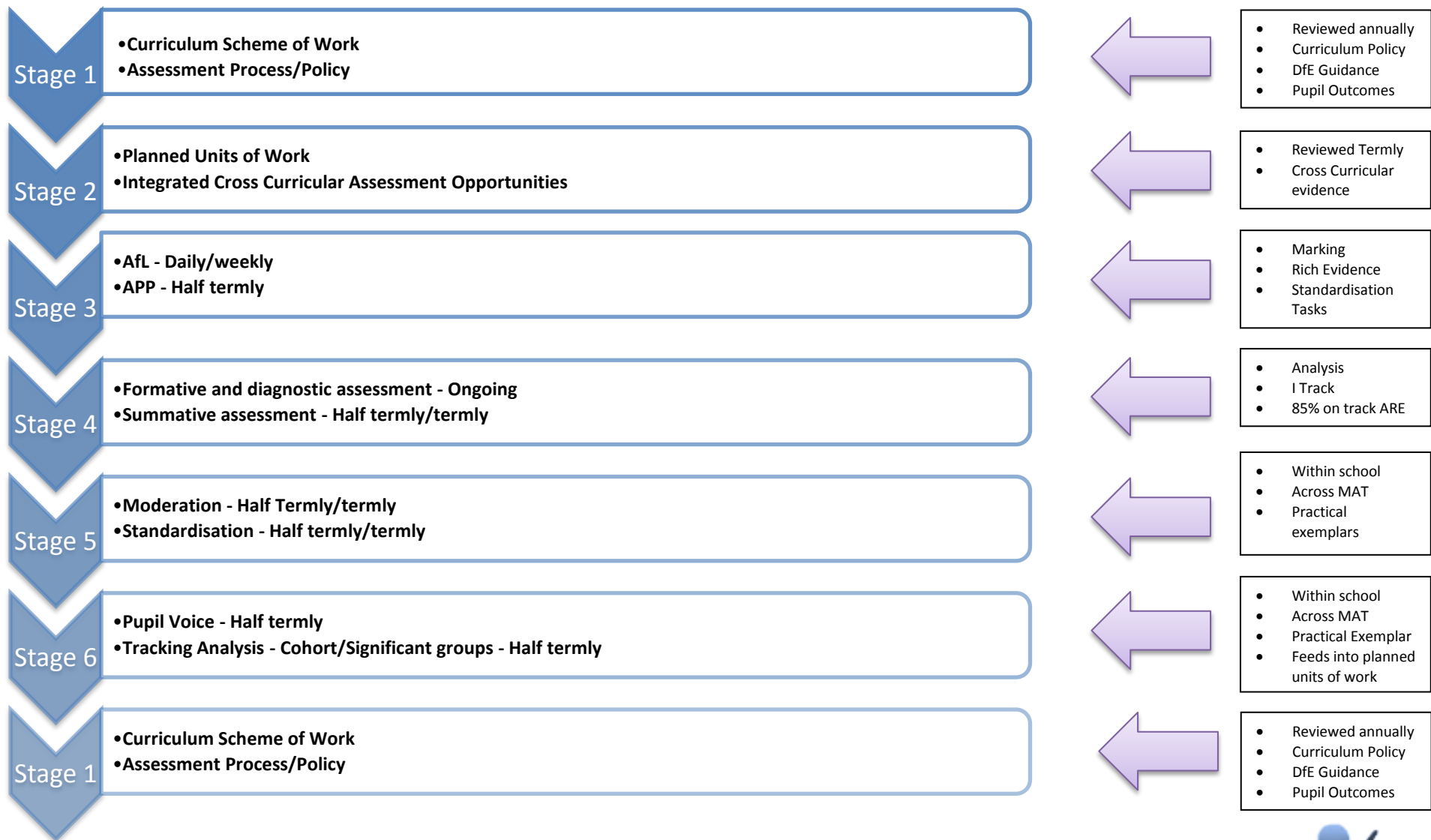




An Daras Multi Academy Trust

Assessing Pupil Progress – Reading (Y4)

Integrated Curriculum Scheme of Learning - 2015	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Reading
Year Group:	Year 4
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 English Scheme of Learning 15 Non-Negotiable 14 English Policy 15 Handwriting Policy 15 Assessment Policy 15 Marking Policy 15



ADMAT Year Group 4 Non-Negotiable Expectations	Key Concepts
Reading - Non-Negotiable	<ul style="list-style-type: none"> • Give a personal point of view on a text • Re-explain a text with confidence • Justify inferences with evidence, predicting what might happen from details stated or implied • Use appropriate voices for characters within a story • Recognise: <ul style="list-style-type: none"> ➢ apostrophe of possession (plural) • Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation • Explain why a writer has used different sentence types or a particular word order and the effect it has created • Skim & scan to locate information and/or answer a question
Unlocking learning through Oracy - Non-Negotiable	<ul style="list-style-type: none"> • Talk and listen confidently in a wide range of contexts • Ask questions to clarify or develop understanding • Give an answer and justify with evidence • Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required • Show understanding of the main points and significant details in a discussion • Show they have listened carefully through making relevant comments • Increasingly able to adapt what they say to meet the needs of the audience/listener • Vary the use and choice of vocabulary dependent on the purpose and audience • Vary the amount of detail dependent on the purpose and audience • Show understanding of how and why language choices vary in different contexts • Use some features of Standard English • Present writing to an audience using appropriate intonation and control the tone and volume so that the meaning is clear • Perform poems or plays from memory conveying ideas about characters and situation by adapting expression and tone • Understand when the context requires the use of Standard English

ADMAT/ARE Year 4 Reading/Key Concepts (v2)	Pupil Name: Class Teacher:	Term 1 Aut1: Aut2:	Term 2 Sp1: Sp2:	Term 3 Sum1: Sum2:	Are Related Expectation Key:	NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding							
A/Decoding	B/Reading for pleasure	C/Prediction	D/Clarifying	E/Questioning	F/ Summarising	G/Language for effect				H/Themes and conventions			
A1. Decode most new words outside of spoken vocabulary	B1. Draw inferences such as character feelings, thoughts and motives from their actions, and justify with evidence from text or life experiences	C1. As B1	D1. As B1	E1. As B1	F1. As B1	G1. As B1				H1. As B1			
EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4
A2. Read longer words with support	B2. Read for a range of purposes independently	C2. Predict what might happen from details stated and implied base on- content	D2. Use dictionaries to check the meanings of words they have read	E2. Ask and answer questions to improve understanding of a text	F2. Identify main ideas drawn from more than one paragraph and summarise these	G2. Identify language, structural and presentational features of texts and discuss how they contribute to their meaning				H2. Begin to make connection between texts			
EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4
A3. Use the context of a sentence to read unfamiliar words	B3. Choose appropriate texts with support	C3. Predict what might happen from details stated and implied based on- simple themes/ text types				G3. Discuss words and phrases that engage the reader				H3. Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices			
EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4				EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4
A4. Self- correct consistently	B4. Demonstrate engagement with reading- reading for sustained periods in time	C4. Justify predictions with evidence				G4. Give extended explanations of the impact of language choices on meaning				H4. Begin to identify conventions of different types of writing			
EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4				EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4	EM TI EXP EXC 1 2 3 4
A5. Read simple chapter books independently and silently	B5. Demonstrate engagement with reading- complete books									H5. Comment on the use of conventions in different types of writing			

