Name:	BAND: **SILVER – YEAR 4** **Expected End of Summer**

Congratulations! You are on Silver Band Books

While you are reading Silver Band Books you will learn to:

Word Reading (Decoding) - Can use knowledge of root words, prefixes and suffixes to understand new words with minimal impact on the fluency of reading across a wide range of texts: e.g. *uses knowledge of 'limit' to read and understand limited, limitless, unlimited, limitation.*

Word Reading (Decoding) - Can use their understanding of unusual spelling–sound correspondences to choose the most appropriate pronunciation of a word: e.g. *business, medicine, separate, surprise.*

Range of Reading - Can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text.

Range of Reading - Can use, select and read books that are structured in different ways for the appropriate purposes: e.g. s*pecialist books for advice on sports or hobbies, following a series by the same writer.*

Familiarity with Texts - Can accurately retell a wide range of age-appropriate fairy stories, myths and legends, providing detail which is interesting and appropriate.

Familiarity with Texts - Can independently identify and discuss some themes and conventions in age-appropriate text: e.g. bullying, use of headings and sub-headings in non-fiction.

Poetry and Performance - Can perform poems and play scripts, using intonation, tone and volume, and uses drama approaches to aid understanding.

Poetry & Performance - Can confidently identify and name some different forms of poetry and describe their features: e.g. *ballads, limericks.*

Word Meanings - Can independently use a dictionary to check the meaning of words encountered in reading.

Understanding - Can usually independently monitor reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. lunchtime monitor, computer monitor, monitor the temperature.

Understanding - Can usually ask themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. *I wonder if Mrs Muldour realises she's being tricked by paying twice for each worm or is just being generous?*

Understanding - Can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in one or two sentences using key vocabulary from the text.

Inference – Can draw inferences from their independent reading of age-appropriate texts, often correct but not always fully supported by reference to the text: e.g. *Dad turns Fudge upside down and threatens to do more than whack him on the back, but he is not being cruel. I think he is a good dad because he tries to stop Fudge annoying Peter and he carries the baby in the carrier sometimes. And all five of them go for ice cream every evening so he spends time with his family doing things kids like.*

Prediction - Can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. *Fudge keeps repeating everything Peter says so I think he is going to suggest worm-flavoured ice cream because there has been so much talk about worms. He might get thrown out of the ice cream shop!*

Authorial Intent - Can usually identify words or phrases that interest, inspire or intrigue them from their reading and usually say why, explaining the effect on them as a reader: e.g. *I like the way Peter tells Mrs Muldour that small ones are sweeter because he's being really cheeky and it makes me laugh.*

Authorial Intent - Can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. recognises the shape a letter makes on the page; recognises a range of salutations and sign-off phrases for letters and knows which belong to a friendly letter and which to a formal one. Recognises bar graphs and maps in non-fiction and can extract information from them.

Non Fiction - Can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved: e.g. *is making and organising own notes from a non-fiction book or website to answer questions devised earlier.*

Discussing Reading - Can usually discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening): e.g. is able to take on specific roles within a group discussion, note taking, chairing or drawing out reticent classmates.

Discussing Reading - Can usually take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged: e.g. *asking other to justify their opinions and views with evidence for the text.*