

# Y3/Y4 Reading Checklist

These Twinkl reading checklists link to the Y3/Y4 expectations set out in the 2014 English National Curriculum for Reading. They are split into:

- Working Towards the Expected Standard
- Working at the Expected Standard
- Working at Greater Depth Within the Expected Standard

All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on LKS2 aims.

**It is important to reiterate that there are no DfE-published exemplification assessment documents available for Years 3, 4 and 5, and therefore the Twinkl reading checklists should only be used as a guide for referencing the attainment of pupils within these year groups.**

Teachers may feel the need to revisit expectations from earlier years to consolidate pupils' knowledge and build on their understanding, or go beyond the aims set out here if they feel it is appropriate for their highest-attaining students.

## How to Use the Checklists

The grids can be used to track the attainment of individual pupils or alternatively, they could be used to highlight the progress of groups of students who are focusing on the same development areas or reading targets.

They allow teachers to make 'best fit' judgements by ticking and dating relevant criteria as a child/group progresses throughout a term or a school year.

The statements within the checklists are set out in colour-coded boxes: **green** for word reading and **blue** for comprehension.

# Y3/Y4 Reading Checklist

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:	
to use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	
to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to begin to read aloud.	
to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to begin to read aloud.	
to begin to read further Y3/Y4 exception words (as listed in Appendix 1*).	
to develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>beginning to use appropriate intonation and volume when reading aloud;</li> <li>recognising and discussing the different features of a variety of texts;</li> <li>discussing authors' choice of words and phrases for effect.</li> </ul>	
to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives;</li> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul>	
to retrieve and record information from non-fiction.	

\* These are detailed in the word lists within the spelling appendix to the national curriculum ([English Appendix 1](#)). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.



visit [twinkl.com](https://www.twinkl.com)



# Y3/Y4 Reading Checklist

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:	
to use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	
to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to begin to read aloud.	
to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to begin to read aloud.	
to begin to read further Y3/Y4 exception words (as listed in Appendix 1*).	
to develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>beginning to use appropriate intonation and volume when reading aloud;</li> <li>recognising and discussing the different features of a variety of texts;</li> <li>discussing authors' choice of words and phrases for effect.</li> </ul>	
to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives;</li> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul>	
to retrieve and record information from non-fiction.	

\* These are detailed in the word lists within the spelling appendix to the national curriculum ([English Appendix 1](#)). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.



visit [twinkl.com](https://www.twinkl.com)



# Y3/Y4 Reading Checklist

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
to usually read fluently, decoding longer words with support, testing out different pronunciations.	
to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.	
to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.	
to read most Y3/Y4 exception words (as listed in Appendix 1*), noting the unusual correspondences between spelling and sound, and where these occur in the word.	
to develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>reading with an awareness of audience, (e.g. changes in intonation and pace);</li> <li>reading books that are structured in different ways for a range of purposes and participating in discussions about them;</li> <li>using appropriate terminology when discussing texts (plot, character, setting).</li> </ul>	
to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied.</li> <li>drawing simple inferences with evidence such as inferring characters' feelings.</li> </ul>	
to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.	

\* These are detailed in the word lists within the spelling appendix to the national curriculum ([English Appendix 1](#)). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.



visit [twinkl.com](https://www.twinkl.com)



# Y3/Y4 Reading Checklist

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
to usually read fluently, decoding longer words with support, testing out different pronunciations.	
to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.	
to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.	
to read most Y3/Y4 exception words (as listed in Appendix 1*), noting the unusual correspondences between spelling and sound, and where these occur in the word.	
to develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>reading with an awareness of audience, (e.g. changes in intonation and pace);</li> <li>reading books that are structured in different ways for a range of purposes and participating in discussions about them;</li> <li>using appropriate terminology when discussing texts (plot, character, setting).</li> </ul>	
to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied.</li> <li>drawing simple inferences with evidence such as inferring characters' feelings.</li> </ul>	
to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.	

\* These are detailed in the word lists within the spelling appendix to the national curriculum ([English Appendix 1](#)). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.



visit [twinkl.com](https://www.twinkl.com)



# Y3/Y4 Reading Checklist

Working at Greater Depth within the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge:	
to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	
to apply their knowledge of root words, prefixes and suffixes/word endings (including all listed in English Appendix 1*) to read aloud fluently.	
to understand the meaning of new words through contextual cues.	
to read all Y3/Y4 exception words (as listed in Appendix 1*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.	
to develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>when reading out loud, selects a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience;</li> <li>discusses and compares texts from a wider variety of genres and writers referring to authorial style, themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings);</li> <li>recognises and discusses some different forms of poetry (e.g. free verse, narrative poetry).</li> </ul>	
to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>discusses vocabulary used by the author to create effect;</li> <li>identifies main ideas drawn from more than one paragraph and summarises these;</li> <li>draws inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text;</li> <li>justifies predictions with evidence from the text.</li> </ul>	
to use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.	
to use dictionaries to check the meaning of words that they have read.	

\* These are detailed in the word lists within the spelling appendix to the national curriculum ([English Appendix 1](#)). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.



visit [twinkl.com](https://www.twinkl.com)



# Y3/Y4 Reading Checklist

Working at Greater Depth within the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge:	
to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	
to apply their knowledge of root words, prefixes and suffixes/word endings (including all listed in English Appendix 1*) to read aloud fluently.	
to understand the meaning of new words through contextual cues.	
to read all Y3/Y4 exception words (as listed in Appendix 1*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.	
to develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>when reading out loud, selects a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience;</li> <li>discusses and compares texts from a wider variety of genres and writers referring to authorial style, themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings);</li> <li>recognises and discusses some different forms of poetry (e.g. free verse, narrative poetry).</li> </ul>	
to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>discusses vocabulary used by the author to create effect;</li> <li>identifies main ideas drawn from more than one paragraph and summarises these;</li> <li>draws inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text;</li> <li>justifies predictions with evidence from the text.</li> </ul>	
to use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.	
to use dictionaries to check the meaning of words that they have read.	

\* These are detailed in the word lists within the spelling appendix to the national curriculum ([English Appendix 1](#)). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.



visit [twinkl.com](https://www.twinkl.com)

