



Year 4 Reading AREs 2026-27

	Comprehension
1	I can listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
2	I am increasing my familiarity with a wide range of stories (including myths and legends) and can retell some of these orally with an appropriate use of story-book language
3	I can read a wide range of books that are structured in different ways and read for a range of purposes
4	I can confidently participate in discussion about both books that are read to me and those I have read independently
5	I can identify themes and conventions in an increasing range of books
6	I can confidently retrieve and record information from non-fiction
7	I can identify how language, structure and presentation contribute to meaning
8	I can recognise a range of poetic forms e.g. free verse, narrative poetry
9	I can prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action
10	I can predict what might happen from details stated and implied
11	I check that the text makes sense to me, discuss most of my understanding and explain the meaning of many words in context, asking questions to improve my understanding of a text
12	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence
13	I ask some questions to improve my understanding of the text
14	I can identify main ideas drawn from more than two paragraphs and summarise these
15	I can discuss many words and phrases that capture the reader's interest and imagination
16	I am beginning to use more complex dictionaries to check the meaning of unknown words that I have read
	Word Reading
17	I can apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words, read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
18	I can recognise and read many Year 3&4 Word List words with automaticity
	Reading Skills
19	I can read texts, including those with few visual clues, increased independence and concentration
20	I can use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context
21	With increased independence, I am developing views about what is read
22	I am developing positive attitudes to reading and understanding of what is read
23	I can read aloud using punctuation to aid expression and intonation
24	I can self-correct, including re-reading and reading ahead
25	I can skim to gain an overview of a text, e.g. topic, purpose
26	Skim to gain the gist of a text or the main idea in a chapter
27	I can read short information texts independently with concentration
28	I can identify how texts differ in purpose, structure and layout
29	I can identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount
30	I enhance my understanding in information text through, e.g. illustration, photographs, diagrams and charts
31	I can scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre taught vocabulary, bold print, captions, bullet points
32	I can identify how texts are organised, e.g. lists, numbered/bullet points, diagrams with arrows, tables
33	I can identify and use text features, e.g. titles, pictures, to locate and understand specific information
34	I can look for specific information in texts using contents, indexes, glossaries, dictionaries
35	I can re-read sentences for clarity
	Reading Terminology
	root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present