

	Year 3			Year 4		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Reading: Word Reading	<p><u>Reading:</u> (See also Y2 Skills and Progression)</p> <p>Statutory requirements: Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes as listed in English app 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word 					
	<u>Year 3 - Autumn</u>	<u>Year 3 - Spring</u>	<u>Year 3 - Summer</u>	<u>Year 4 - Autumn</u>	<u>Year 4 - Spring</u>	<u>Year 4 - Summer</u>
Applying phonics	<p>*I know that phonics is one strategy to help me read unfamiliar words.</p> <p>*I know when phonic strategies will help me with a word and when they will not.</p> <p>*I know what a root word is.</p> <p>*I understand how to use a root word to help me read unfamiliar words.</p> <p>*I use root words to help me understand the meaning of unfamiliar words.</p> <p>*I know what prefixes and suffixes are.</p> <p>*I understand how prefixes and suffixes can change the meaning of a word.</p> <p>*I use prefixes and suffixes to read unfamiliar words.</p> <p>*I use prefixes and suffixes to understand the meaning of unfamiliar words.</p>	<p>*I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>*I know that SOME words may have a similar pronunciation but may be written differently.</p> <p>*I know some of these are unusual.</p> <p>*I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</p> <p>*I know that unfamiliar words can be read by using knowledge of similar words (analogy).</p>	<p>*I use analogy, drawing on the pronunciation of similar known words to read others.</p>	<p>*I know that phonics is one strategy to read unfamiliar words.</p> <p>*I know when phonic strategies will help to read a word and when they will not.</p> <p>*I use knowledge of root words to help me read unfamiliar words.</p> <p>*I use root words to help me understand the meaning of unfamiliar words.</p> <p>*I use knowledge of learned prefixes and suffixes to help me read unfamiliar words.</p> <p>*I use prefixes and suffixes to help me understand the meaning of unfamiliar words.</p>	<p>*I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>*I know that many words may have a similar pronunciation but may be written differently.</p> <p>*I know some of these are unusual.</p> <p>*I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</p> <p>*I know that unfamiliar words can be read by using knowledge of similar words (analogy).</p> <p>*I use analogy drawing on the pronunciation of similar known words to read others</p>	

Reading: Comprehension	<p><u>Reading: Comprehension:</u> Statutory requirements: Pupils should be taught to: Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books English – key stages 1 and 2 Statutory requirements preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 					
Reading For Pleasure	<u>Year 3 - Autumn</u> *I know that there are different kinds of narrative stories *I understand that a sequence of events in a narrative is called a plot *I can identify the plot in a narrative *I use a dictionary to check or find the meaning of new words *I identify any words that are unfamiliar	<u>Year 3 - Spring</u> *I understand that narratives can have differently structured plots *I talk about the different plot structures in genres read *I know that writers choose words and language to create an effect on the reader *I find effective words and language in reading that writers have used to create effects *I discuss a range of narrative stories and their similarities and differences *I choose books for specific purposes *I discuss the meaning of unfamiliar words identified	<u>Year 3 - Summer</u> *I recognise the literary language of typical genres read *I recognise words and language that show the setting of a book – historical, cultural or social *I explain why a writer makes choices about the words or language used *I discuss the meaning of specific or unusual words used by authors to create effects *I explain why a writer has chosen specific words and language *I record words and language from my reading to use in my own writing	<u>Year 4 - Autumn</u> *I know that there is a range of narrative stories *I discuss the range of narrative stories introduced so far and consider differences and similarities *I understand that these have different plot patterns *I know that the plot develops in different ways according to the plot pattern *I use a dictionary to check or find the meaning of new words *I find similarities in the books I read *I understand that writers open stories in different ways *I identify any words that are unfamiliar to me	<u>Year 4 - Spring</u> *I understand that a writer can use patterned language for effect *I find examples of patterned language for effect *I identify words and language that show the setting of a book – historical, cultural or social *I know that writers choose words and language to show atmosphere, mood or feelings *I identify different openings in different books and I can compare different story openings *I discuss the meaning of the unfamiliar words identified	<u>Year 4 - Summer</u> *I explain how the writer has used words and language to show the setting of a book *I explain how the words and language used show atmosphere, mood or feelings *I explain why a writer has chosen specific words and language to create atmosphere or feelings *I record words and language from my reading to use in my own writing. *I find similarities in the use of language and openings I books experienced

			<ul style="list-style-type: none"> *I make connections between books written by the same author *I re-tell some of the stories written by the same author by heart 	<ul style="list-style-type: none"> *I use dictionaries to check or find the meaning of unfamiliar words 		
Reading For Pleasure – Poetry	<ul style="list-style-type: none"> *I know that there are different forms of poetry. *I recognise and name different types of poems which have been introduced. *I know that words and language in poems create effects. 	<ul style="list-style-type: none"> *I can discuss the meaning of words and language in poems *I understand that there can be more than one interpretation of a poem *I understand that the meaning of poems can be enhanced through performance *I watch performances of poems 	<ul style="list-style-type: none"> *I discuss how the meaning is enhanced through performance *I identify that intonation, tone, volume and action can be used to enhance meaning *I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> *I know that there are different forms of poetry *I know that words and language in poems create effects 	<ul style="list-style-type: none"> *I recognise and name different types of poems which have been introduced to me *I explain the effect created by the poets' choice of words and language *I know that poems may have patterned language *I find examples of patterned language in the poems I read *I explain the effect of patterned language in poems and why a poet might use it *I understand that the meaning of poems can be enhanced through performance *I enjoy watching performances of poems 	<ul style="list-style-type: none"> *I discuss how the meaning of a poem is enhanced through performance *I identify that intonation, tone, volume and action can be used to enhance meaning *I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
Reading: Reading For Pleasure – Non-Fiction	<ul style="list-style-type: none"> *I know that there are different kinds of non-fiction books *I know that non-fiction books are structured in different ways *I know how to use a non-fiction book to find identified information *I know how to find key words or information in a non-fiction text. 	<ul style="list-style-type: none"> *I choose books for specific purposes *I discuss the meaning of unfamiliar words identified *I record key words or information found in a non-fiction text 	<ul style="list-style-type: none"> *I record words and language from my reading to use in my own writing 	<ul style="list-style-type: none"> *I choose a specific non-fiction book for a specific purpose *I identify any words that are unfamiliar to me *I use dictionaries to check or find the meaning of unfamiliar words 	<ul style="list-style-type: none"> *I know where to find the specific information needed in my book *I know how to use a non-fiction book to find identified information *I discuss the meaning of the unfamiliar words identified 	<ul style="list-style-type: none"> *I record words and language from my reading to use in my own writing.

	<ul style="list-style-type: none"> *I use a dictionary to check or find the meaning of new words *I identify any words that are unfamiliar 					
<p>Reading:</p> <p>Reading Accurately, with fluency and with Understanding</p>	<ul style="list-style-type: none"> *I check understanding in any book or text that I read *I ask questions to ensure understanding of the text *I know that there will be unfamiliar words in a text *I know that texts have a main idea *I identify the main idea of a text *I know that the layout and organisation of a book helps me to understand it 	<ul style="list-style-type: none"> *I ask questions to deepen understanding of a text *I use the context of unfamiliar words to explain their meaning *I give a personal response to a text *I use evidence from the text to support my response *I use clues from the text to predict what might happen next *I know that the main idea in a narrative may also have a message for the reader *I know that the message in a book is called the theme *I recognise that books may have similar themes *I understand that the organisation and layout may be different according to the purpose of the book *I record key words or information found in a non-fiction text 	<ul style="list-style-type: none"> *I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries *I explain my personal response *I listen to others' personal responses to a text *I adapt my own response in the light of others' responses *I know that characters' actions can tell the reader about their thoughts, feelings and motives *I infer characters' feelings, thoughts and motives from their actions *I give reasons for predicting what might happen next *I identify the organisation and layout in books *I explain how the organisation and layout helps me to understand it 	<ul style="list-style-type: none"> *I frequently empathise with a character *I identify the main idea/s of a text *I know that the main idea of a text can be summarised in a sentence *I know that many books have themes *I discuss the possible theme/s in books *I identify a theme in a book *I know that the organisation and layout of books vary according to the purpose of the book 	<ul style="list-style-type: none"> *I understand that a reader needs to interact with a text to understand it fully *I check understanding in any book or text read *I actively seek the meaning of any words or language not understood *I ask questions to ensure understanding of a text *I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries *I understand that a writer wants the reader to respond in a certain way *I explain how the writer made sure of the reader's response, using evidence from the text *I compare with others' personal responses to a text *I understand why a character acted, responded or felt in a certain way *I make predictions based on the text and from knowledge from other books *I identify the main idea in paragraphs in a text *I summarise the main idea of a text in a sentence *I find evidence which shows what the theme is 	<ul style="list-style-type: none"> *I ask questions to deepen understanding of a text – between and beyond the lines *I find where the writer has written to make the reader respond in a certain way *I adapt my own response in the light of others' responses *I understand why a writer wanted the character to respond in a certain way *I infer meaning using evidence from events, description and dialogue *I make connections with books with similar themes *I skim to find specific information on a page or in a paragraph *I scan a page or paragraph to find key words or information

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