

Reading Overview

Years 3 and 4

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| Word Reading | Positive Attitudes and Pleasure in Reading |
| Year 3 | Year 4 | Year 3 | Year 4 |
| At this stage, teaching comprehension skills should be taking precedence over teaching word reading. Any focus on word reading should support the development of vocabulary.1. **To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word** (Y3 list, moving to Y4 when ready)
2. **To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words.** e.g. dis, mis, sub-, super-, pre-, anti-, auto-, sure-, in-, il-, im-, -ation, -ous, -ssion, -sion, re-**(See English appendix 1)**
3. To use the context of sentences to help with reading unfamiliar words.
4. To read aloud fluently and confidently,
5. To read aloud to the punctuation.
6. To read aloud using intonation, tone and volume.
 | At this stage, teaching comprehension skills should be taking precedence over teaching word reading. Any focus on word reading should support the development of vocabulary.1. **To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word** (Y4 list, moving to Y5 when ready).
2. **To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words.** e.g.

inter-, -ture, -cian, -ir-, -ally, **(See English appendix 1).**1. To read books that are appropriate for age and interest level.
2. To use punctuation to determine intonation

and expression when reading aloud to a range of audiences. | 1. **To develop positive attitudes to reading, and an understanding of what they read.**
2. **To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** at an appropriate level for the year group.
3. **To read books that are structured in different ways and read for a range of purposes**
4. To identify and write about the features of different text types.
5. To evaluate verbally and write about specific texts with reference to text types.
6. **To increase familiarity with a wide range of books, including fairy** **stories, myths and legends, and retelling some of these orally.**
7. To retell and write about a range of familiar stories.
8. **To identify themes and conventions in a wide range of books**
9. To start to make and write about simple connections between books by the same author e.g. Dick King Smith often wrote books about animals.
10. **To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation**, **tone, volume and action.**
11. **To recognise some different forms of poetry [for example, free verse, narrative poetry]**
12. To read, perform and write about a range of different forms of poems shape, calligrams, narrative.
13. **To use dictionaries to check the meaning of words that they have read**
14. **To discuss words and phrases that capture the reader’s** **interest and imagination**
15. To discuss, explain and write about the meaning of words that they have read in a book.
 | 1. **To develop positive attitudes to reading, and an understanding of what they read.**
2. **To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** at an appropriate level for the year group.
3. **To read books that are structured in different ways and read for a range of purposes**
4. To identify features of different fiction genres verbally and in written form.
5. **To increase familiarity with a wide range of books, including fairy** **stories, myths and legends, and retelling some of these orally.**
6. To read a variety of books for enjoyment.
7. **To identify themes and conventions in a wide range of books**
8. To make connections verbally and in written form between books by the same author, example, Michael Morpurgo often starts his stories in the present but then goes back in time.
9. To recognise the use and effect of patterned language in text both verbally and in written form.
10. **To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation**, **tone, volume and action**
11. **To recognise some different forms of poetry [for example, free verse, narrative poetry]**
12. To perform a range of poems to an auidence,through the use of tone and expression.
13. **To use dictionaries to check the meaning of words that they have read.**
14. **To discuss words and phrases that capture the reader’s** **interest and imagination.**
15. To discuss, explain and write about the meaning of key vocabulary within the context of the text.
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| Accuracy, Fluency and Understanding | Discussion, Retrieval and Analysis |
| Year 3 | Year 4 | Year 3 | Year 4 |
| 1. **To understand what they read, in books they can read independently.**
2. **To identify how language, structure, and presentation contribute to meaning** using textsat an appropriate level for the year group.
3. **To check that the text makes sense to them, discuss** **their understanding, and explain the meaning of words in context**
4. To self-correct where a text does not make sense.
5. **To identify main ideas drawn from more than 1 paragraph and** **summarise these.**
6. To empathise with a character, **inferring on character’s thoughts and feelings justifying with some evidence** both verbally and in written form.
7. **To justify inferences with evidence from the text** verbally and in written form.
8. **To justify predictions with evidence** (details stated and implied) **from the text** both verbally and in written form.
9. **To ask** and write **questions to improve own understanding of a text.**
 | 1. **To understand what they read, in books they can read independently.**
2. **To identify how language, structure, and presentation contribute to meaning** using textsat an appropriate level for the year group.
3. **To check that the text makes sense to them, discuss** **their understanding, and explain the meaning of words in context**
4. To self-correct where a text does not make sense.
5. **To identify main ideas drawn from more than 1 paragraph and** **summarise these.**
6. e.g. the character is evil because….1/2/3 reasons verbally and in written.
7. To empathise with a character, **inferring on character’s thoughts, feelings, motives from their actions and justify with** secure **evidence.** (Locate and evidence) verbally and in written form.
8. To pull together clues from action, dialogue and description to infer meaning verbally and in written form.
9. **To make predictions with** evidence (**details stated and implied**) **from the text** and with knowledge of wider reading, both verbally and in written form.
10. **To ask questions to improve their understanding of a text.**
11. To demonstrate active reading strategies e.g. generating questions, finding answers, refining answers, refining thinking, modifying questions, constructing images.
 | 1. **To 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.**
2. To justify own responses to a text by using evidence.
3. To make, respond and write contributions in a variety of group situations e.g. learning partners, groups, whole class.
4. To explain and discuss their understanding of what they have read, including through discussion and beginning to debate.
5. **To retrieve and record information from non-fiction**
6. To prepare for research by identifying what they already know about the subject and writing key questions to structure the task (find answers)
7. To use alphabetically ordered texts to find information.
8. To use a range of organisational features to locate information such as, labels, diagrams and charts
9. To begin to identify and comment verbally and in written form on the different points of view in the text.
10. To understand what the writer might be thinking, for example, ‘he thinks they are being mean.’
11. To comment on and write about the choice of language to create moods and build tension, for example, crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught.
12. To discuss and write words and phrases that capture the reader’s interest and imagination.
 | 1. **To participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say**
2. To provide reasoned justifications for opinions.
3. To explain and discuss their understanding of what they have read, including through discussion and debates.
4. **To retrieve and record information from non-fiction.**
5. To locate information using skimming, scanning and text marking including dates, numbers and names.
6. To navigate texts e.g using contents and index pages, in order to locate and retrieve information in print and on screen.
7. To understand how the author wants the reader to respond both verbally and in written form.
8. To find, comment on and write about examples of how authors express different moods, feelings and attitudes.
9. To make simple comments both verbally and in written form on how the readers or writers context makes a difference to the social, cultural or historical setting/ example- the island sounds really dangerous to us because we have not heard of these creatures.
10. To know how suspense is built up in a story, including the development of the plot both verbally and in written form.
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| Sentence Stems | Vocabulary |
| Year 3 | Year 4 | Year 3 | Year 4 |
| Maybe next time you could try…My opinion is…Building on…I remember that...An argument for/against is… I understand, however...It appears to be…I enjoyed it because… | An argument for/against is… I understand, however...It appears to be…I understand that depending on…I understand yourpoint of viewhowever, …You could improve this work by…It was successful because…Due to the fact that…Most reasonable people would agree that…Due to…Subsequently... | Myth, legend, fable, script, scene, act, narrative, hook, dialogue, hero, villain, first personPreposition, conjunction word family, prefix clause, subordinate clause direct speech, consonantvowel, vowel inverted commas (or ‘speech marks’) | Metaphor, onomatopoeia, genre, point of view, resolution, novel, haiku, Cinquain, kenningsdeterminer pronoun, possessivepronoun adverbial. |

Autumn Term

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| --- | --- | --- |
|  | Autumn 1 | Autumn 2  |
| Word Reading | **Objectives** | **Objectives** |
| Narrative  | **Text****Objectives** | **Text****Objectives** |
| Non-Fiction | **Text****Objectives** | **Text****Objectives** |
| Poetry | **Text****Objectives** | **Text****Objectives** |
| Cross Curricular Reading | *Any opportunities for mastery of reading skills through other curriculum areas? Include objectives* | *Any opportunities for mastery of reading skills through other curriculum areas? Include objectives* |

Spring Term

|  |  |  |
| --- | --- | --- |
|  | Spring 1  | Spring 2  |
| Word Reading | **Objectives** | **Objectives** |
| Narrative | **Text****Objectives** | **Text****Objectives** |
| Non-Fiction | **Text****Objectives** | **Text****Objectives** |
| Poetry | **Text****Objectives** | **Text****Objectives** |
| Cross Curricular Reading | *Any opportunities for mastery of reading skills through other curriculum areas? Include objectives* | *Any opportunities for mastery of reading skills through other curriculum areas? Include objectives* |

Summer Term

|  |  |  |
| --- | --- | --- |
|  | Summer 1  | Summer 2  |
| Word Reading | **Objectives** | **Objectives** |
| Narrative | **Text****Objectives** | **Text****Objectives** |
| Non-Fiction | **Text****Objectives** | **Text****Objectives** |
| Poetry | **Text****Objectives** | **Text****Objectives** |
| Cross Curricular Reading | *Any opportunities for mastery of reading skills through other curriculum areas? Include objectives* | *Any opportunities for mastery of reading skills through other curriculum areas? Include objectives* |