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|  | **Year 3** | | | | | **Year 4** | | | | | |
| **Term** | **Autumn** | **Spring** | | **Summer** | | **Autumn** | | **Spring** | | **Summer** | |
| **Reading:**  **Word Reading** | Reading: (See also Y2 Skills and Progression)  **Statutory requirements:** Pupils should be taught to:   * 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 | | | | | | | | | | |
|  | Year 3 - Autumn | | Year 3 - Spring | | Year 3 - Summer | | Year 4 - Autumn | | Year 4 - Spring | | Year 4 - Summer |
| **Applying phonics** | \*I know that phonics is one strategy to help me read unfamiliar words.  \*I know when phonic strategies will help me with a word and when they will not.  \*I know what a root word is.  \*I understand how to use a root word to help me read unfamiliar words.  \*I use root words to help me understand the meaning of unfamiliar words.  \*I know what prefixes and suffixes are.  \*I understand how prefixes and suffixes can change the meaning of a word.  \*I use prefixes and suffixes to read unfamiliar words.  \*I use prefixes and suffixes to understand the meaning of unfamiliar words. | | \*I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.  \*I know that SOME words may have a similar pronunciation but may be written differently.  \*I know some of these are unusual.  \*I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.  \*I know that unfamiliar words can be read by using knowledge of similar words (analogy). | | \*I use analogy, drawing on the pronunciation of similar known words to read others. | | \*I know that phonics is one strategy to read unfamiliar words.  \*I know when phonic strategies will help to read a word and when they will not.  \*I use knowledge of root words to help me read unfamiliar words.  \*I use root words to help me understand the meaning of unfamiliar words.  \*I use knowledge of learned prefixes and suffixes to help me read unfamiliar words.  \*I use prefixes and suffixes to help me understand the meaning of unfamiliar words. | | \*I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.  \*I know that many words may have a similar pronunciation but may be written differently.  \*I know some of these are unusual.  \*I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.  \*I know that unfamiliar words can be read by using knowledge of similar words (analogy).  \*I use analogy drawing on the pronunciation of similar known words to read others | | |
| **Reading: Comprehension** | Reading: Comprehension:  **Statutory requirements:** Pupils should be taught to:  **Develop positive attitudes to reading and understanding of what they read by:**   * 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]   **Understand what they read, in books they can read independently, by:**   * 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. | | | | | | | | | | |
|  | Year 3 - Autumn | Year 3 - Spring | | Year 3 - Summer | | Year 4 - Autumn | | Year 4 - Spring | | Year 4 - Summer | |
| **Reading For Pleasure** | \*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 | \*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 | | \*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  \*I make connections between books written by the same author  \*I re-tell some of the stories written by the same author by heart | | \*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  \*I use dictionaries to check or find the meaning of unfamiliar words | | \*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 | | \*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 | |
| **Reading For Pleasure –**  **Poetry** | \*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. | \*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 | | \*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 | | \*I know that there are different forms of poetry  \*I know that words and language in poems create effects | | \*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 | | \*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** | \*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.  \*I use a dictionary to check or find the meaning of new words  \*I identify any words that are unfamiliar | \*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 | | \*I record words and language from my reading to use in my own writing | | \*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 | | \*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 | | \* I record words and language from my reading to use in my own writing. | |
| **Reading:**  **Reading Accurately, with fluency and with Understanding** | \*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 | \*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 | | \* 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 | | \* 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 | | \*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  \*I use the organisation and layout of a book to find specific information  \*I record key words or information found | | \*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 | |