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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
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|  | 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.
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|  | 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 |