

Reading Curriculum

		Structure	Language	Range of texts	Accuracy in reading	Self-correction	Comprehension	Discussing books
Year 3/4	Develop positive attitudes to reading and understanding of what they read by:	Reading books that are structured in different ways and reading for a range of purposes	Using dictionaries to check the meaning of words they have read Discussing words and phrases that capture the reader's interest and imagination	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Recognising some different forms of poetry (for example free verse, narrative poetry)	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		Identifying themes and conventions in a wide range of books	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

	<p>Understand what they read, in books they can read independently, by:</p>	<p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identify how language, structure and presentation contribute to meaning</p>				<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Retrieve and record information from non- fiction</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Asking questions to improve their understanding of a text</p>
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Word Reading

	Apply phonic knowledge	Accurate reading	Reading CE words	Reading longer words	Reading aloud	Re- reading
Year 3 Year 4			Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word		Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words they meet	