

Key Learning in Reading: Year 3	Key Learning in Reading: Year 4
Word Reading	Word Reading
<ul style="list-style-type: none"> ▪ Read books at an age appropriate interest level. ▪ Use knowledge of root words to understand meanings of words. ▪ Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>pre-</i>, <i>im-</i>, <i>in-</i>. ▪ Use suffixes to understand meanings e.g. <i>-ly</i>, <i>-ous</i>. ▪ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) – see below. 	<ul style="list-style-type: none"> ▪ Read books at an age appropriate interest level. ▪ Use knowledge of root words to understand meanings of words. ▪ Use prefixes to understand meanings, e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. ▪ Use suffixes to understand meanings, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>. ▪ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list) – see below.
Comprehension	Comprehension
Developing pleasure in reading and motivation to read	Developing pleasure in reading and motivation to read
<ul style="list-style-type: none"> ▪ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations. ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Read a range of non-fiction texts, e.g. <i>information</i>, <i>discussion</i>, <i>explanation</i>, <i>biography</i> and <i>persuasion</i>. • Recognise some different forms of poetry, e.g. <i>narrative</i>, <i>calligrams</i>, <i>shape poems</i>. ▪ Sequence and discuss the main events in stories. ▪ Orally retell a range of stories, including less familiar fairy stories, fables and folktales, e.g. <i>Grimm's Fairy Tales</i>. ▪ Identify and discuss themes, e.g. <i>good over evil</i>, <i>weak and strong</i>, <i>wise and foolish</i>, <i>mean and generous</i>, <i>rich and poor</i>. ▪ Identify and discuss conventions, e.g. <i>numbers three and seven in fairy tales</i>, <i>magical sentence repeated several times</i>. ▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> ▪ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms, e.g. <i>fairy tales</i>, <i>folk tales</i>, <i>classic poetry</i>, <i>kennings</i>, <i>advertisements</i>, <i>formal speeches</i>, <i>magazines</i>, <i>electronic texts</i>. ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Read books and texts for a range of purposes, e.g. <i>enjoyment</i>, <i>research</i>, <i>reference</i>. ▪ Recognise and analyse different forms of poetry, e.g. <i>haiku</i>, <i>limericks</i>, <i>kennings</i>. ▪ Learn a range of poems by heart and rehearse for performance. ▪ Orally retell a range of stories, including less familiar fairy stories, myths and legends. • Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.
Understanding books which they can read themselves and those which are read to them	Understanding books which they can read themselves and those which are read to them
<ul style="list-style-type: none"> ▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▪ Explain the meaning of unfamiliar words by using the context. ▪ Use dictionaries to check meanings of words they have read. ▪ Use intonation, tone and volume when reading aloud. ▪ Take note of punctuation when reading aloud. 	<ul style="list-style-type: none"> ▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination, e.g. <i>metaphors</i>, <i>similes</i>. ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Use dictionaries to check meanings of words in the texts that they read. ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
<ul style="list-style-type: none"> ▪ Discuss their understanding of the text. ▪ Raise questions during the reading process to deepen understanding, e.g. <i>I wonder why the character</i>. 	<ul style="list-style-type: none"> ▪ Demonstrate active reading strategies, e.g. <i>generating questions</i>, <i>finding answers</i>, <i>refining thinking</i>, <i>modifying questions</i>, <i>constructing images</i>.

<ul style="list-style-type: none"> Make predictions based on details stated. 	<ul style="list-style-type: none"> Make predictions based on information stated and implied.
<ul style="list-style-type: none"> Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. 	<ul style="list-style-type: none"> Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
<ul style="list-style-type: none"> Justify responses to the text using the PE prompt (Point + Evidence). 	<ul style="list-style-type: none"> Justify responses to the text using the PE prompt (Point + Evidence).
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Identify, analyse and discuss themes, e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i>
<ul style="list-style-type: none"> Discuss the purpose of paragraphs. 	<ul style="list-style-type: none"> Explain how paragraphs are used to order or build up ideas, and how they are linked.
<ul style="list-style-type: none"> Identify a key idea in a paragraph. 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these, e.g. <i>character is evil because... 1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i>
<ul style="list-style-type: none"> Analyse and evaluate texts looking at language, structure and presentation, e.g. <i>persuasive letter, diary and calligram etc.</i> 	<ul style="list-style-type: none"> Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.
Retrieving and Recording Information from non-fiction	Retrieving and Recording Information from non-fiction
<ul style="list-style-type: none"> Prepare for research by identifying what is already known about the subject and key questions to structure the task. 	<ul style="list-style-type: none"> Prepare for research by identifying what is already known about the subject and key questions to structure the task.
<ul style="list-style-type: none"> Evaluate how specific information is organised within a non-fiction text, e.g. <i>text boxes, contents, bullet points, glossary, diagrams.</i> 	<ul style="list-style-type: none"> Analyse and evaluate how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i>
<ul style="list-style-type: none"> Record information from a range of non-fiction texts. 	<ul style="list-style-type: none"> Record information from a range of non-fiction texts.
<ul style="list-style-type: none"> Quickly appraise a text to evaluate usefulness. 	<ul style="list-style-type: none"> Scan for dates, numbers and names.
<ul style="list-style-type: none"> Navigate texts in print and on screen. 	<ul style="list-style-type: none"> Navigate texts, e.g. <i>using contents and index pages, in order to locate and retrieve information in print and on screen.</i>
Participating in Discussion	Participating in Discussion
<ul style="list-style-type: none"> Participate in discussion about what is read to them and books they have read independently. 	<ul style="list-style-type: none"> Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
<ul style="list-style-type: none"> Develop and agree on rules for effective discussion. 	<ul style="list-style-type: none"> Develop, agree on and evaluate rules for effective discussion.
<ul style="list-style-type: none"> Take turns and listen to what others say. 	
<ul style="list-style-type: none"> Make and respond to contributions in a variety of group situations, e.g. <i>whole class, pairs, guided groups, book circles.</i> 	<ul style="list-style-type: none"> Make and respond to contributions in a variety of group situations, e.g. <i>whole class, independent reading groups, book circles.</i>