Year 3 /4 – Reading – Year Group Mastery Objectives

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| Lower Key Stage 2 | | Reading objectives show progression within the Whole School Progression Maps.  Objectives are covered throughout the year and in many different contexts.  Objectives are assessed termly. | | | | | |
| Ongoing reading obejctives | | | | | | | |
| Ongoing reading objectives | Apply phonic knowledge to decode unknown words,  Begin to decode automatically and read fluently,  Recognise alternative sounds for graphemes,  Read Year 2 common exception words on sight, noting unusual correspondence between spelling and sound.  Read most words quickly and accurately without overt sounding and blending.  To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.  To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. | | | | | | |
| Mastery Objectives | | | | | | | |
| Terms | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Guided Reading Texts – Cycle A | | |  | | --- | | The chicken gave it to me |   The matchbox diary | |  | | --- | | Bold women in black history |   Voices in the park | |  | | --- | | The first drawing  Quentin the squirrel |   The woolly mammoth | |  | | --- | | Leon and the place between  How to train your dragon |   The wild robot | |  | | --- | | The butterfly lion  Oliver and the seawigs |   King Arthur and the round table | |  | | --- | | The firework makers daughter  Varjak Paw |   The rainforest grew all around |
| Core Text – Cycle A | | The Abominables | Featherlight | My dads a birdman | The girl who stole an elephant | A dangerous game | The boy who met a whale |
| Guided Reading Texts – Cycle B | | Here we are  Escape from Pompeii  Roman on the rampage | |  | | --- | | A stone for Sascha |   Polar express | Dinosaur land: the magic fossil  River poetry  Fantastic Mr. Fox | The iron man (yr3)  Leaf | |  | | --- | | Viking saga- The swan warrior |   The funny peacock | Charlotte's web  Beowulf  Anglo-Saxon boy |
| Core Text – Cycle B | | The sheep-pig | The last bear | Nim’s Island | The legend of Podkin one ear | Bill’s new frock | The infinite |
| Ideal Book Band for expected reader Year 3 - Oxford Reading Level | | 8 | 9 | 10 | 11 | 12 | 13/14 |
| Ideal Book Band for expected reader Year 4 – Oxford Reading Level | | 14 | 14 | 15 | 15 | 16 | 16 |
| **Word Reading** | In age-appropriate books, the pupil can: | | | | | | |
|  | usually read fluently, decoding most new words outside everyday spoken vocabulary  read most words effortlessly and attempts to decode unfamiliar words with increasing automaticity | | | | | |
|  | read longer words with support and test out different pronunciations | | | | | |
|  | read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | | | | | |
|  | check all reading makes sense to them, correcting any inaccurate reading or asking for clarification | | | | | |
|  | read silently, checking that the text makes sense to them by questioning unfamiliar words and phrases | | | | | |
| **Comprehension** | The pupil can demonstrate an understanding of both books that they can already read accurately and fluently and those that they listen to. The pupil can: | | | | | | |
| **Sequencing** | summarise and explain the sequence of events in texts  identify the main ideas drawn from more than one paragraph and summarise these | | | | | |
| **Clarifying** | explain the meaning of new words to understand texts further  discuss the style and type of vocabulary used by the author to support comprehension of texts | | | | | |
| **Vocabulary** | explain how the vocabulary engages the reader and captures interest and imagination  explain how the author uses key phrases to create an effect | | | | | |
| **Features** | recognise some of the features of fiction and non-fiction texts  recognise how cliff hanger sentences encourage people to read on and can identify the most significant facts in both fiction and non-fiction | | | | | |
| **Inference** | make inferences about characters’ feelings  make inferences about a text and character applying their knowledge of the world and support their views using evidence from the text | | | | | |
| **Prediction** | make plausible predictions based on what they have already read or heard  justify predictions with evidence from the text | | | | | |
| **Links** | make links to the character/plot/structure between the book they are reading and other books they have read  confidently retrieve information from fiction and non-fiction texts linking their knowledge of using contents and indexes | | | | | |
| **Fluency** | When reading an age-appropriate text, the pupil can **re-read a text** to: | | | | | | |
| **Expression** | mostly use expression by sometimes varying intonation, volume and tone to match meaning showing confidence but inconsistently - is generally natural sounding/easy to understand | | | | | |
| **Automatic word recognition** | read most words automatically and effortlessly, using a mixture of conversational and slow reading  (number of words read per minute meets expectations) | | | | | |
| **Rhythm and Phrasing** | read with some choppiness, but is generally able to go phrase by phrase, paying attention to intonation and pausing at punctuation consistently and accurately | | | | | |
| **Smoothness** | read most words accurately with occasional breaks from smoothness with hesitation and has a few difficulties with specific words without impeding the flow | | | | | |

A close-up of a chart

Description automatically generated