

Year 3/4
WORD READING
Decode most words outside of spoken vocabulary
Read longer words with support
Use context of a sentence to read unfamiliar words.
Self- correct consistently.
Read simple chapter books independently and silently.
COMPREHENSION
Prediction
Predict what might happen from details stated and implied.
Justify predictions with evidence from the text or real life.
Clarifying
Use dictionaries to check the meaning of words that they have read.
Explain the meaning of words in context
Questioning
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.
Ask questions to improve their understanding of the text.
Retrieve and record information from non-fiction
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Summarising
Identify main ideas drawn from more than one paragraph and summarise these.
Language for Effect
Discuss words and phrases that capture the reader's interest and imagination.
Discuss the impact of the writer's language on the meaning.
Structure and presentation
Discuss how the structure and presentation of a text help contribute to meaning eg numbers, bullet points in instructions, photos etc
Know how to use an index and contents
Themes and Conventions
Begin to make connections between texts.
Begin to identify simple common themes in texts eg good v evil, use of magical devices.
Begin to understand the conventions of different types of writing eg greetings in letters, diaries written in first person etc
Recognising some different forms of poetry (e.g. free verse, narrative poetry)
READING FOR PLEASURE
Read books that are structured in different ways and read for a range of purposes
Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
Read for sustained periods of time
Complete books
Engage actively in book discussion.
Prepare poems and play scripts to read aloud and to perform, show understanding through intonation, tone, volume and action

READING 3/4

Comprehension

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing, such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions.

Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any available library services and expertise to support this.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.

Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.