



Year 3/4 Reading Progression

Year 3/4 National Curriculum Statements – Reading – word reading	<p>Reading - word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 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 the word
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Year 3/4 National Curriculum Statements –
Reading Comprehension

Develop positive attitudes to reading, and an understanding of what they read, by:

E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning

E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

E2: reading books that are structured in different ways and reading for a range of purposes

V4: using dictionaries to check the meaning of words that they have read

E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

V2: discussing words and phrases that capture the reader's interest and imagination

E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

V3/S2 by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context

I3: asking questions to improve their understanding of a text

I2/3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied

S1: identifying main ideas drawn from more than one paragraph and summarising these

R5: retrieve and record information from non-fiction

E1/2/3: 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

Activities to support reading	<ul style="list-style-type: none">• Transcribe the children’s oral responses into written ones and model structures for answering question• Always ask the children to explain their responses to questions – How do you know?• Create comparison grids for different fiction and non-fiction texts• Create semantic grids of texts to help to categorise key information• Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text• Model creating story maps of events and speech bubbles to demonstrate characters’ actions, thoughts and feelings• Relate the text type back to the writing the children have completed• Model how to construct a summary of a text• Jump in – Encourage children to continue the story to the end of the punctuation in a known story• Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response• MTYT – Allow children to discuss in partners or read together• Ask children to become Reading Detectives and search for clues within texts• Model reading strategies – re-reading for clarity and understanding
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	Skills	Question stems
Year 3/4 Vocabulary	<ul style="list-style-type: none"> • use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination explain how words can capture the interest of the reader • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • discuss new and unusual vocabulary and clarify the meaning of these 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...? • Can you find a word with a similar meaning in a thesaurus? • What other words/phrases could the author have used here? Why? How has the author...?

<p style="text-align: center;">Year 3/4 Inference</p>	<ul style="list-style-type: none"> • children can infer characters' feelings, thoughts and motives from their stated actions • justify inferences by referencing a specific point in the text. • make inferences about actions or events • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? Could it be anything else? • Why do you think...? • How do you think....? • Can you explain why....? • I think....; do you agree? Why / why not? • What do these words mean and why do you think that the author chose them? • Can you explain why based on two different pieces of evidence? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time? • What impression of ...do you get from this paragraph?
<p style="text-align: center;">Year 3/4 Prediction</p>	<ul style="list-style-type: none"> • justify predictions using evidence from the text • use relevant prior knowledge to make predictions and justify them • use details from the text to form further predictions • justify predictions using evidence from the text • use relevant prior knowledge as well as details from the text to form predictions and to justify them • monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? • How do their plots differ? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? • Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text

<p>Year 3/4 Explaining</p>	<ul style="list-style-type: none"> • discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Did the author intend that? • Explain why the character did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? Why do you think they chose to order the text in this way? • What can you tell me about how this text is organised? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked? • How does the author engage the reader here? • Which section was the most ...? Why?
<p>Year 3/4 Retrieval</p>	<ul style="list-style-type: none"> • use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details • begin to use quotations from the text • confidently skim and scan texts to record details • using relevant quotes to support their answers to questions • retrieve and record information from a fiction or non-fiction text 	<ul style="list-style-type: none"> • Who are the characters in this text? • Find the... in this text. Is it anywhere else? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? Why? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?

<p style="text-align: center;">Year 3/4 Summarise</p>	<ul style="list-style-type: none"> • identifying main ideas drawn from more than one paragraph • begin to distinguish between the important and less important information in a text • teachers begin to model how to record summary writing • give a brief verbal summary of a story • identifying main ideas drawn from a key paragraph or page and summarising these • summarise whole paragraphs, chapters or texts • identify themes from a wide range of books • make simple notes from one source of writing • write a brief summary of main points, identifying and using important information. • highlight key information and record it in bullet points, diagrams, maps etc. 	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Is it mentioned anywhere else? • Sum up what has happened so far in X words or fewer. • Which is the most important point in these paragraphs? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?
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Power of Reading Cycle A	Gorilla Pebble in My Pocket	The Rhythm of the Rain Krindlekrax	Krindlekrax The Green Ship	Oliver and the Seawigs	Poetry – Joseph Coelho The Wizard of Oz	The Wizard of Oz
Power of Reading Cycle B	Ugg, Boy of the Stone Age Leon and the Place Between	The Boy at the Back of the Class	Arthur and the Golden Rope	Gregory’s Cool The Village that Vanished	Wolves The Iron Man Charlotte’s Web	Charlotte’s Web
VIPERS	<p>V – use dictionaries to check the meaning of words that they have read use a thesaurus to find synonyms</p> <p>I – infer characters’ feelings, thoughts and motives from their stated actions</p> <p>P – justify predictions using evidence from the text</p>	<p>V – discuss new and unusual vocabulary and clarify the meaning of these</p> <p>I – justify inferences by referencing a specific point in the text</p> <p>P – use relevant prior knowledge to make predictions and justify them</p> <p>E – identifying how language, structure, and</p>	<p>V – discuss why words have been chosen and the effect these have on the reader</p> <p>I – make inferences about actions or events</p> <p>P – use details from the text to form further predictions</p> <p>E – recognise authorial choices and the purpose of these</p> <p>R – retrieve and record</p>	<p>V – identify how language choices help build meaning</p> <p>I – ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives</p> <p>P – justify predictions using evidence from the text</p> <p>E – discussing words and</p>	<p>V – find the meaning of new words using substitution within a sentence</p> <p>I – infer characters’ feelings, thoughts and motives from their stated actions</p> <p>P – use relevant prior knowledge as well as details from the text to form predictions and to justify them</p>	<p>V – discuss words that capture the readers interest or imagination explain how words can capture the interest of the reader</p> <p>I – use more than one piece of evidence to justify their answer consolidate the skill of justifying them using a specific reference point in the text</p> <p>P – monitor these predictions and compare them</p>

	<p>E – discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>R – use contents page and subheadings to locate information confidently skim and scan texts to record details</p> <p>S – begin to distinguish between the important and less important information in a text</p>	<p>presentation contribute to meaning of both fiction and non-fiction texts</p> <p>R – learn the skill of ‘skim and scan’ to retrieve details</p> <p>S – identifying main ideas drawn from a key paragraph or page and summarising these</p>	<p>information from a fiction text</p> <p>S – give a brief verbal summary of a story</p>	<p>phrases that capture the reader’s interest and imagination</p> <p>R – retrieve and record information from a non-fiction text</p> <p>S – make simple notes from one source of writing</p>	<p>E – identifying how language, structure, and presentation contribute to meaning</p> <p>R – begin to use quotations from the text</p> <p>S – highlight key information and record it in bullet points, diagrams, maps etc.</p>	<p>with the text as they read on</p> <p>E – recognise authorial choices and the purpose of these</p> <p>R – using relevant quotes to support their answers to questions</p> <p>S – summarise whole paragraphs, chapters or texts</p>
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