



St William of York Catholic Primary School

Progress in Skills and Knowledge: Reading - Year 3 & 4.



Skills/Knowledge	Year 3	Year 4
<p>Word reading.</p>	<p>As Y2 and: 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. un-, dis-, mis-, re-, pre-, im-, in-. Use suffixes to understand meanings e.g. -ly, -ous. Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.</p>	<p>As Y3 and: 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. in- , ir-, sub-, inter-, super-, anti-, auto-. Use suffixes to understand meanings e.g. -ation, -tion, -ssion, -cian, -sion. Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below).</p>
<p>Comprehension</p>	<p>As Y2 and: <u>Developing pleasure in reading and motivation to read.</u> 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. information, discussion, explanation, biography and persuasion. Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. Recognise some different forms of poetry e.g. narrative, calligrams, shape poems. Sequence and discuss the main events in stories. Orally retell a range of stories, including less familiar fairy stories, fables and folktales. Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.</p>	<p>As Y3 and: <u>Developing pleasure in reading and motivation to read.</u> Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. Regularly listen to whole novels read aloud by the teacher. Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Learn a range of poems by heart and rehearse for performance. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Orally retell a range of stories, including less familiar fairy stories, myths and legends. <u>Understanding the text</u> Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. Explain the meaning of key vocabulary within the context of the text.</p>

Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.

Understanding the text
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.
Discuss their understanding of the text.
Raise questions during the reading process to deepen understanding e.g. I wonder why the character...
Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text.
Make predictions based on details stated.
Justify responses to the text using the PE prompt (Point + Evidence).
Discuss the purpose of paragraphs.
Identify a key idea in a paragraph.

Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc.
Retrieving and recording information from non-fiction.
Prepare for research by identifying what is already known about the subject and key questions to structure the task.
Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams.
Quickly appraise a text to evaluate usefulness.
Navigate texts in print and on screen.
Record information from a range of non-fiction texts.

Participating in discussion
Participate in discussion about what is read to them and books they have read independently.
Develop and agree on rules for effective discussion.
Take turns and listen to what others say.
Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.

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.
Make predictions based on information stated and implied.
Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
Justify responses to the text using the PE prompt (Point + Evidence).
Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.
Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
Identify main ideas drawn from more than one paragraph and summarise these e.g. a character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.

Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.
Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings.
Retrieving and recording information from non-fiction.
Prepare for research by identifying what is already known about the subject and key questions to structure the task.
Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.
Record information from a range of non-fiction texts.
Scan for dates, numbers and names.
Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.
Explain how paragraphs are used to order or build up ideas, and how they are linked.

Participating in discussion
Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.

		Develop, agree on and evaluate rules for effective discussion. Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.
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Year Three word lists.					
accident(ally)	century	February	length	popular	strange
actual(ly)	circle	Forward (s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion (ally)	question	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

Year Four word lists.

appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	