



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none">Use knowledge of root words to understand meanings of words.Use prefixes to understand meanings e.g. <i>un-, dis-, -mis-, re-</i>.Use suffixes to understand meanings e.g. <i>-ation, -ous</i>.Read and understand meaning of words on Y3/4 word list – see bottom.Use intonation, tone and volume when reading aloud.Take note of punctuation when reading aloud.	<p>As above and:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">Listening to and discussing a range of fiction, poetry, plays, non-fiction.Regularly listening to whole novels read aloud by the teacher.Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion.Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc.</i>Recognising some different forms of poetry e.g. <i>narrative, free verse</i>.Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>.Using dictionaries to check meanings of words they have read.Sequencing and discussing the main events in stories.Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales, Rudyard Kipling Just So Stories</i>.Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>.Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>.Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination.Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Understand what they read independently by:</p> <ul style="list-style-type: none">Discussing their understanding of the textExplaining the meaning of unfamiliar words by using the contextMaking predictions based on details statedRaising questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>.Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the textUsing point and evidence to structure and justify responses.Discussing the purpose of paragraphs.Identifying a key idea in a paragraph. <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none">Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.Quickly appraising a text to evaluate usefulness.Navigating texts in print and on screen. <p>Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</p> <ul style="list-style-type: none">Developing and agreeing on rules for effective discussion.Making and responding to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.