



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> <li>■ Use knowledge of root words to understand meanings of words.</li> <li>■ Use prefixes to understand meanings e.g. <i>sub-,inter-, anti-, auto-</i>.</li> <li>■ Use suffixes to understand meanings e.g. <i>-ation, -ous, -tion, -sion, -ssion, -cian</i>.</li> <li>■ Read and understand meaning of words on Y3/4 word list – see bottom.</li> <li>■ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> </ul>	<p>As above and:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>■ Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts</i>.</li> <li>■ Regularly listening to whole novels read aloud by the teacher.</li> <li>■ Analysing and evaluate texts looking at language, structure and presentation.</li> <li>■ Analysing different forms of poetry e.g. <i>haiku, limericks, kennings</i>.</li> <li>■ Reading books and texts for a range of purposes and responding in a variety of ways.</li> <li>■ Analysing and comparing a range of plot structures.</li> <li>■ Retelling a range of stories, including less familiar fairy stories, myths and legends.</li> <li>■ Identifying, analysing and discussing themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals</i>.</li> <li>■ Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>.</li> <li>■ Learning a range of poems by heart and rehearsing for performance.</li> <li>■ Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul> <p>Discussing their understanding of the text</p> <ul style="list-style-type: none"> <li>■ Explaining the meaning of key vocabulary within the context of the text.</li> <li>■ Making predictions based on information stated and implied.</li> <li>■ Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>■ Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>■ Identifying main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text</i>.</li> </ul> <p>Retrieve and record information from non-fiction.</p> <ul style="list-style-type: none"> <li>■ Analysing and evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>■ Scanning for dates, numbers and names.</li> <li>■ Explaining how paragraphs are used to order or build up ideas, and how they are linked.</li> <li>■ Navigating texts to locate and retrieve information in print and on screen.</li> </ul> <p>Participate 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"> <li>■ Develop, agree on and evaluate rules for effective discussion.</li> <li>■ Making and responding to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i>.</li> </ul>