North Wootton Reading Long Term Overview

Year 3 /4 (B)
Shared Class Reader/POEM/Debate

Assessment columns (shown as vertical labels across the terms): **Baseline Assessment** (before Autumn 1), **Assessment Week** (Autumn 2), **End of Term Assessments** (Spring 1), **Assessment Week** (Spring 2), **End of Term Assessments** (Summer 1), **Assessment Week** / **End of Term Assessments** (Summer).

	Autumn 1					Autumn 2					Spring 1					Spring 2					Summer 1					Summer 1				
	Illustrated Stories Greek Myths			Rickety Train Ride		A Year Full of Celebrations			On the Ning Nang Nong		How The Camel got his hump	Butterfly Lion			Trees	Ancient Rome	Ashley Booth (online text)		For want of a nail		Cliffhanger			Catch a little rhyme		The Last Firefox				The Dragon on the Playground
TEXT UNDERSTANDING (SHARED READING)																														
Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or non-fiction and reference books expressing views and preferences, justifying them by reference to the text using a Point Evidence Explain structure.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Reading books that are structured in different ways and reading for a range of purposes, with independence: • Year 3 (A) e.g. reference books for information, novels and poetry for pleasure. • Year 4 (B) e.g. specialist books for advice on sports or hobbies, following a series by the same writer.	X	X		X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X		X	X
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Making comparisons within and across books • Year 3 - Identifying and discussing themes and conventions in a wide range of writing e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. In non-fiction, pupil can identify presentational devices e.g. headlines • Year 4 - Identifying and discussing themes and conventions in **and across** a wide range of writing, identifying and discussing some themes and conventions in age-appropriate text: e.g. bullying, use of headings and sub-headings in non-fiction.	X			X		X			X		X				X	X			X		X			X		X				X
Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Poetry:																														
Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action: • Year 3 - Pupil can re-read, rehearse and perform to show some understanding of the meaning of these texts. • Year 4 - Using drama approaches with individual interpretation				X					X						X				X					X						X
Can confidently identify and name some different forms of poetry and describe their features: • Year 3 (A) e.g. ballads, limericks. • Year 4 (B) e.g. free verse, narrative poetry				X					X						X				X					X						X
Debate:																														
Participate in discussion about both books that are read to them and those they can read for themselves, • Year 3 - building on what others say, challenging others courteously and being challenged and responding appropriately in turn. • Year 4 - taking turns and listening to what others say, able to take on specific roles within a group discussion, note taking, chairing or drawing out reticent classmates	x	X		x		x		x	x		x			x		x		x	x	x	x	x		x		x			x	
TEXT SKILLS (Guided Reading)																														

Skill / Statement	Assessment points
Fluency: • Year 3 - Ensure they have reached a 'free-reader' level of fluency. • Year 4 - Check that pupils can read age-appropriate texts aloud and fluently, at a speed of 80 words per minute with very few errors (less than 5 errors per 20 words)	x x x x x x x x x x x
Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, across a wide range of texts. Pupil can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation: e.g. 'forget' – forgotten, forgetful	x x
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word as set out in the 3/4 common exception word list	x x x
Vocabulary: Using dictionaries to check the meaning of words that they have read e.g. reaches for the dictionary when encountering a new word rather than guessing or immediately asking an adult.	X X X X X X X X X X X X X X X X X X X X X X X X X X X X X X
Independently monitoring reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. foul (filthy) and foul in sport	X X
Discussing words and phrases that capture the reader's interest and imagination and explaining why	X X X
Inference: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with an increasing understanding over the Point Evidence Explain approach	X X X X X X X
Prediction Begin to read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader within a Point Evidence and Explain answer	X X X X X
Explanation: Asking themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. I wonder how Tom knew what the rules of all the games were?	X X X
Identifying how language, structure, and presentation contribute to meaning and help the reader draw meaning from the text: e.g. recognises the shapes letters, poems and instructions make on the page, knows how contents page, index and glossary	X X
Retrieval: • Year 3 - Retrieve and record information from non-fiction, recording information in a form that can be easily retrieved: e.g. uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L). • Year 4 - Retrieve and record information from non-fiction Usually records information in a form that can be easily retrieved: e.g. is making and organising own notes from a non-fiction book or website to answer questions devised earlier.	X X X X X
Summarise: Identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text.	X X X x