## Year 3 /4 (A)

## Shared Class Reader/POEM/Debate

 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. Reading books that are structured in different ways and reading for a range of purposes, with independence- Year 3 (A) eg refere 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 Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. 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 nontext:
fiction
Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 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 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


## 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 other 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


## TEXT SKILLS (Guided Reading)

Fluency:
fluency. fluency.


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Assessment Week

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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) 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
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

## 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.
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

Discussing words and phrases that capture the reader's interest and imagination and explaining why

## Inference:

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with an increasing nderstand over the Point Evidence Explain approach

## Prediction

Begin to read 'between the lines' when independently reading an ageappropriate 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 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?
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
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 nonfiction book or website to answer questions devised earlier.


