North Wootton Reading Long Term Overview			A	utumr 	1		-		Autum			
Year 3 /4 (A) Shared Class Reader/POEM/Debate			King Tut			In Flanders Field			The Dog that Saved Christmas			
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	×	
 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, for the product of the p					~							
following a series by the same writer. Increasing their familiarity with a wide range of books, including fairy	-	X x	X x	x	X x	X x		x x	x	x	x	
 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 non-fiction. 	Baseline Assessment	X	~	^	x	^	Assessment Week	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	
Poetry:	1						1					
 Preparing poems and play scripts to read aloud and to perform, showing inderstanding 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						
Can confidently identify and name some different forms of poetry and	1						1					

Spring 1

– Allan Ahlberg

Excuses -

Story Worlds: A oment in Time

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End of Term Assessments

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Remember the Reindeer

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Spring 2

The Wind in the Willows

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Assessment Week

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End of Term Assessments

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Ducks Ditty- Wind in the Willows

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 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

TEXT SKILLS (Guided Reading)

Fluency:

• Year 3 Ensure they have reached a 'free-reader' level of fluency.

Sur	Summer 1 Summer 1													
Geogre's Secret Key to the Unverse			Wrong – Michael Rosen			Space Detectives			Be glad your Nose is on your Face					
X	x	x	x		x	x	x	x	x					
x		x	x		x	x		x	x					
x	x	х	x		x	х	х	х	x					
		x		Assessment Week						End of Term Assessments				
х	х	х	х		х	х	х	х	x					
			x						x					
			x						x					
x		x			x			x						
			x		x				x					

 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	-						-		Х													Х													
between spelling and sound, and where these occur in the word as set																																			
out in the 3/4 common exception word list		х														х												х							
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																								х											
than guessing or immediately asking an adult.		Х	Х	Х	Х	Х	Ļ	Х	Х	Х	Х	Х		Х	Х	Х	Х	Х	Х	Х	Х	Х	Х		Х	Х	Х	Х		Х	Х	Х	Х	Х	
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									Х													х													
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			х							х							x				x		х							x					
Prediction							ſ																												
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							х							X						x							х				
Explanation:							Γ																												
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	1						Ē																												
meaning and help the reader draw meaning from the text: e.g.																																			
recognises the shapes letters, poems and instructions make on the page,																									v										
knows how contents page, index and glossary	+				$\left \right $		┝					Х						+							Х							\rightarrow			
 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-														v						v													v		
fiction book or website to answer questions devised earlier. Summarise:	$\left \right $					Х								Х				$\left \right $		Х						X						\rightarrow	Х		
Identify the main ideas in paragraphs and can usually summarise,																	1																		
including some of the main ideas in one or two sentences using key								v									1										v								
vocabulary from the text.								Х							X												X							x	