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| **Word Reading**© Lancashire County Council (2014)**2** | **Comprehension** |
| As above and:* Use knowledge of root words to understand meanings of words.
* Use prefixes to understand meanings e.g. *un-, dis-,-mis-, re-.*
* Use suffixes to understand meanings e.g. *–ation, -ous.*
* 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.
 | As above and:Develop pleasure in reading, motivation to read, vocabulary and understanding by:* 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. *newspaper reports, recipes, etc.*
* Recognising some different forms of poetry e.g. *narrative, free verse.*
* Reading books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference.*
* 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. *Grimm’s Fairy Tales, Rudyard Kipling Just So Stories.*
* Identifying and discussing themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.*
* Identifying and discussing conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times.*
* 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.

Understand what they read independently by: * Discussing their understanding of the text
* Explaining the meaning of unfamiliar words by using the context
* Making predictions based on details stated
* Raising questions during the reading process to deepen understanding e.g. *I wonder why the character.*
* Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text
* Using point and evidence to structure and justify responses.
* Discussing the purpose of paragraphs.
* Identifying a key idea in a paragraph.

Retrieve and record information from non-fiction * Evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.*
* Quickly appraising a text to evaluate usefulness.
* Navigating texts in print and on screen.

Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say* Developing and agreeing on rules for effective discussion.
* Making and responding to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*
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