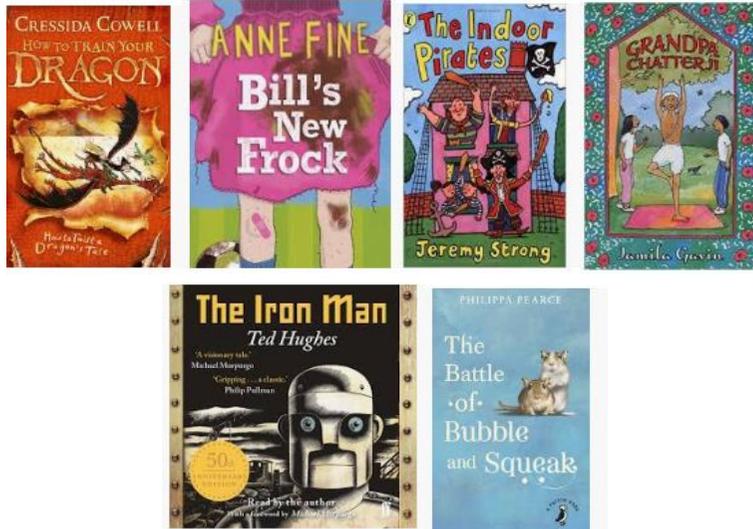


The Priory CE (VA) Primary School's Reading Progression Pathway Year 3/4

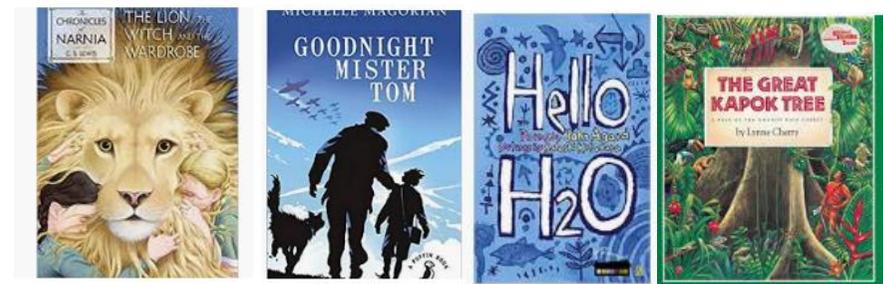


To fully develop every child's reading skills it will benefit some children to continue reading within the structure of a book band scheme. These books are for daily reading in school and at home and provide children with suitably challenging vocabulary, which enables them to develop their inference skills. All children will participate in whole-class reading lessons 3 -4 Times per week. The children will benefit from teacher led discussions and have multiple opportunities to read aloud.

Year 3 Key Texts



Year 4 Key Texts



Focus	Curriculum Content	Skills	Vocabulary
Word reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English program of study in Appendix 1, both to read aloud and to understand the meaning of new words they meet. ● read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> ● Identify themes and key features of genres. ● Listen to and discuss a wide range of poetry, fiction, plays and non-fiction ● Retell some stories orally. ● Rehearse and recite poetry by heart (recognise different forms e.g. riddle, free verse, narrative etc) ● Perform plays with expression, volume, action 	<p>subject object verb tense (past and present) pronoun relative clause synonym antonym ellipsis hyphen</p>

		<ul style="list-style-type: none"> • With prompting, start to self-correct when reading aloud. • Read the National Curriculum’s year 3 and 4 spelling list and words containing taught prefixes and suffixes. • Using an appropriate method, track sentences when reading during whole-class reading lessons. • When reading aloud, recognise how the forms of punctuation affect fluency and expression during 1:1, guided and whole-class reading sessions. • When reading, use expression to show understanding of basic punctuation (? And !) 	<p>colon bullet points</p> <p>preposition, conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or ‘speech marks’)</p> <p>determiner pronoun, possessive pronoun adverbial</p>
<p>Inference and Comprehension</p>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books English – key stages 1 and 2 • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> • Make links between books they have read through identifying similarities in genre • Recognise the features of common genres as well as justifying their own genre preference. • Make simple predictions based on evidence within the text. • With support, use an efficient rereading strategy when inferring or summarising a text: <ul style="list-style-type: none"> - read before or after a specific passage - skim read - locate and identify key words/phrases that make strong links with their wider knowledge of a book <p>Make inferences about characters feelings, thoughts, actions, motives and justify with evidence</p> • With support, use re-reading strategies to clarify the meaning of an unfamiliar word or phrase: <ul style="list-style-type: none"> - read before and after 	<p>genre author poem script story blurb setting predict discuss debate opinion caption heading subheading index glossary fact contents inference infer explain retrieve explanation</p>

	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning. • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> - (if possible) identify a root word - identify a prefix or suffix - consider the tense - consider the word class - re-read an entire passage to consider the context a word or phrase has been used in. - identify near synonyms or antonyms <ul style="list-style-type: none"> • Find and copy specific words or phrases by re-reading <ul style="list-style-type: none"> • Participate in a constructive debate by gathering evidence from a text to support and justify their argument whether they personally agree or not. <p>Explain the meaning of words in context</p> <ul style="list-style-type: none"> • Evaluate a text by considering: <ul style="list-style-type: none"> - key themes/morals/concepts - main characters (i.e. explaining their personal affection or loathing of a character) - author's writing style - genre - similarities and differences to their life 	<p>descriptive description re-read paragraph novel formal informal justify</p>
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