|  |  |
| --- | --- |
| **Word Reading**© Lancashire County Council (2014)**2** | **Comprehension** |
| As above and:* Read books at an age appropriate interest level.
* Use knowledge of root words to understand meanings of words.
* Use prefixes to understand meanings e.g. *un-, dis-, mis-, re-, pre-, im-, in-.*
* Use suffixes to understand meanings e.g. -*ly, -ous.*
* Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.
 | As above and:**Developing pleasure in reading and motivation to read*** Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. *fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.*
* Regularly listen to whole novels read aloud by the teacher.
* Read a range of non-fiction texts, e.g. *information, discussion, explanation, biography* and *persuasion*.
* Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference.*
* Recognise some different forms of poetry e.g. *narrative, calligrams, shape poems.*
* Sequence and discuss the main events in stories.
* Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm’s Fairy Tales.*
* Identify and discuss themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.*
* Identify and discuss conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times.*
* Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.

**Understanding the text*** Identify, discuss and collect favourite words and phrases which capture the reader’s interest and imagination.
* Explain the meaning of unfamiliar words by using the context.
* Use dictionaries to check meanings of words they have read.
* Use intonation, tone and volume when reading aloud.
* Take note of punctuation when reading aloud.
* Discuss their understanding of the text.
* Raise questions during the reading process to deepen understanding e.g. *I wonder why the character.*
* Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
* Make predictions based on details stated.
* Justify responses to the text using the PE prompt (**P**oint + **E**vidence).
* Discuss the purpose of paragraphs.
* Identify a key idea in a paragraph.
* Analyse and evaluate texts looking at language, structure and presentation e.g. *persuasive letter, diary and calligram* etc.

**Retrieving and recording information from non-fiction** * Prepare for research by identifying what is already known about the subject and key questions to structure the task.
* Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossary, diagrams.*
* Quickly appraise a text to evaluate usefulness.
* Navigate texts in print and on screen.
* Record information from a range of non-fiction texts.

**Participating in discussion*** Participate in discussion about what is read to them and books they have read independently.
* Develop and agree on rules for effective discussion.
* Take turns and listen to what others say.
* Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*
 |