

Planning Sequence - Year 3 & 4

The reading objectives are to be revisited throughout the two years. **Text levels will vary depending on the word reading level of each child and will become more complex as the years progress.**

There are 2 areas covered in reading:

- Word Reading
- Comprehension
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While a reading session may have a focus objective, it will not be taught in isolation as other objectives will be revisited regularly during all reading lessons. The children's objectives are only suggested and should be adapted to suit the needs of the particular class.

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level (refer to year group reading lists). They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Word Reading

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Comprehension

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print.

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: **the complexity of the writing increases the level of challenge**. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Reading independently

Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously (e.g. novel studies). In this way, they also meet books and authors that they might not choose themselves (Author of the Month). Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Throughout Year 3 & 4

Area	National Curriculum Objective
Word Reading	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
	<ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Comprehension	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding what they read by: <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 ○ Preparing poems and Playscripts 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).
	<ul style="list-style-type: none"> • Understand what they read, in books they can read independently by: <ul style="list-style-type: none"> ○ Checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ○ Asking questions to improve their understanding of text. ○ 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
	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction
	<ul style="list-style-type: none"> • 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.