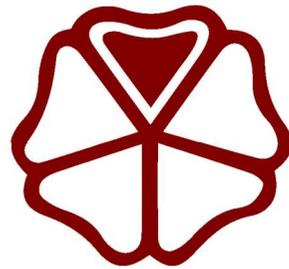


Sacred Heart RC Nursery & Primary School



Everyone is Sacred

Progression in Reading

Years 3 & 4

Year 3/4

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing and text types. 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.

The focus comprehension skills for year 3/4 are: retrieve and explain; summarise, make connections; clarify, predict, infer and question.

RED: Guidance BLACK: National Curriculum objectives

Reading for Pleasure		Implementation
Intent	<p><i>Creating a Culture where children are exposed to a range of high quality texts in a variety of contexts and have opportunity to browse literature as well as structured reading activities.</i></p> <p><i>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.</i></p> <p><i>To build preferences in reading and choose to read</i></p> <p><i>To recognise authors and styles of reading that individuals enjoy</i></p> <p><i>Engaging in book discussions in a range of contexts, alongside adults and peers</i></p> <p><i>Sharing and recommending books.</i></p>	<p>Library visits/ genre tracker</p> <p>BookFlix</p> <p>Reading lessons</p> <p>Reading at the end of the day</p> <p>Accelerated Reader home readers</p>
Reading Aloud		Implementation
Intent	<p><i>Introducing children to wider engage of authors and contexts.</i></p> <p><i>Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves.</i></p>	<p>Minimum of ten minutes reading to class a day using books from Spine below alongside studying it in reading lessons.</p>

Fluency: smoothness, expression and volume, phrasing and pace	
<p>On entry to year 3, children will be reading at Gold book band level at a pace of 90 words per minute. Children will take the AR STAR test at Autumn half term to determine their ZPD range. If children are not reading at Gold level, they must continue to read a book banded book alongside their AR reading book.</p> <p>Children 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.</p> <p>Children should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</p> <p>They should be learning to read silently.</p> <p><i>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.</i></p> <p>As in key stage 1, pupils who are still struggling to decode and did not pass the phonics screening test in year 2, will continue accessing the RWI phonics programme as an additional intervention. These children will also have precision teaching for whole word recognition. 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.</p> <p><i>Children identified will continue to follow RWI phonics programme as an intervention alongside reading lessons for their year group,</i></p>	<p>Year 3 AR level 2.9+</p> <p>Bookband Silver+</p> <p>Reading Age: 8+</p> <p>Year 4 AR level 3.9+</p> <p>Reading Age: 9+</p> <p>Sapphire +</p>
Word Reading	
<p>Pupils should be taught to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 in the National Curriculum, both to read aloud and to understand the meaning of new words they meet</p> <p>Pupils should be taught to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <i>Children will be able to read all year 1,2 3 and 4 common exception words assessment lists on sight.</i></p>	<p>Where is it explicitly taught</p> <p>RWI Spelling</p> <p>Common exception word assessments.</p> <p>.</p>

<p><i>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 [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].</i></p>		
Range of Texts		
<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <i>Children in year 3 only will read and write a simple play based on Aesop's fables.</i></p>	<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways.</p>	<p>See English Overview for progression of genres.</p>
<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by reading for a range of purposes. <i>See coverage of genre fictions in text progression spine below.</i></p>	<p>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). <i>See English overview.</i></p>	<p>Reading Lessons linked to key text from reading spine</p> <p>Genre Tracker.</p>
<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. <i>See coverage of genre fictions in text progression spine below.</i></p>	<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <i>See poetry progression document.</i></p>	<p>Talk for Writing Sequence</p>

Comprehension		Where is it explicitly taught
Retrieve & Explain	<p>Pupils should be taught to understand what they read, in books they can read independently by identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Reading lessons</p>
<i>Elements in bold relate directly to</i>	<p>Pupils should be taught to understand what they read, in books they can read independently by discussing their understanding by retrieving information from the text.</p>	<p>Talk for Writing Sequence</p>
	<p>Pupils should be taught to understand what they read, in books they can read independently by predicting what might happen from details stated and implied based on: content; simple themes/ text types</p>	

<p><i>retrieval and explanation.</i></p>	<p>Pupils should be taught to understand what they read, in books they can read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text and/ or life experience.</p> <p><i>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</i></p> <p>Retrieve and record information from non-fiction.</p> <p><i>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.</i></p>	
<p>Authorial Intent</p> <p>Structural choices</p>	<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways.</p> <p>Pupils should be taught to understand what they read in books they can read independently, by identifying how structure contributes to meaning.</p> <p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by recognising some different forms of poetry [for example, free verse, narrative poetry]. See poetry progression.</p>	<p>Talk for Writing Sequence</p> <p>Reading lessons</p>
<p>Authorial Intent</p> <p>Linguistic choices</p>	<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination.</p> <p>Pupils should be taught to understand what they read, in books they can read independently, by identifying how language contributes to meaning.</p>	<p>Talk for Writing Sequence</p> <p>Reading lessons</p> <p>Poetry progression</p>
<p>Form an Opinion</p>	<p>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.</p> <p><i>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</i></p> <p><i>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.</i></p>	<p>Reading lessons/ guided reading sessions</p> <p>BookFlix</p>

		Class reader Book Talk
Summarise	Pupils should be taught to understand what they read, in books they can read independently by identifying main ideas drawn from more than one paragraph and summarising these.	Reading lessons BookFlix
Make Connections	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books. <i>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. See spine for year group with text themes.</i>	Reading lessons Talk for Writing Sequence Book talk/ class reader
Clarify	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by to using dictionaries to check the meaning of words that they have read Pupils should be taught to understand what they read, in books they can read independently, by checking that the text makes sense to them. Pupils should be taught to understand what they read, in books they can read independently by discussing their understanding and explaining the meaning of words in context.	Reading lessons Book talk/ class reader
Predict	Pupils should be taught to understand what they read, in books they can read independently by predicting what might happen from details stated and implied based on: content; simple themes/ text types	Reading lessons Book talk/ class reader
Infer	Pupils should be taught to understand what they read, in books they can read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence directly from the text and/ or life experience.	Reading lessons Book talk/ class reader

Question	Pupils should be taught to understand what they read, in books they can read independently by asking questions to improve their understanding of a text.	Reading lessons
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Year 3 and 4 Reading Spine		Themes/ characteristics
		Opportunities can be used to explore the links between the themes/ settings and characters. yellow : link to Gospel Values.
Teachers can choose one of the texts below as the focus text within reading lessons. Teachers should attempt to align the text (in terms of theme, plot, setting, character, imagery devices) with their writing sequence if possible.		
Year 3	<u>The Iron Man by Ted Hughes</u> Science Fiction Literary Heritage	Themes: friendship, prejudice, good and evil. (kindness) Character: description of iron man. (similies) Points of view: Iron and Hogarth. Setting: Description of different settings throughout the text. Dialogue between Hogarth and Iron Man.
	<u>Cat Tales: Ice Cat by Linda Newberry</u> Story from familiar settings/ animal stories	Story of a present but absent father. Seeks solace in ice cat. Character: Role of the ice-cat. Character development of Tom (Tom’s ice heart) Theme: Families, understanding of illness, imaginary creatures, processing feelings and emotions. Setting: description of snow. Similies Links to: Gorilla year two- imaginary animals/ characters.
	<u>The Sheep-Pig by Dick King Simith</u> Classic author Humour/ animal stories	Opportunity to explore humour. Setting: farm Themes: perseverance, aspirations, farm life. Character: relationship between fly and Babe.
	<u>The Abominables by Eva Ibbotson</u> Story from another culture/ mythical creatures	Setting: Mountains in Tibet Character: Courageous children/ Lady Agatha protective character. Point of view from the Yeti. Themes: importance of nature and the environment/ first impressions/ kindness .
	<u>The Boy Who Grew Dragons by Andy Shepherd</u> Humorous/ fantasy	Setting: home/ family life Themes: responsibility, family, friendship, secrets/lies, choices/dilemmas Introduction to a series of books for children.

	<p><u>The battle of Bubble and Squeak by Philippa Pearce</u></p> <p>Stories from familiar settings</p>	<p>Character: How does the author show character? Character viewpoints of what is happening in the family- mother and children. Do the characters thoughts change at the end of the story? Explorations of different viewpoints- who is right/ wrong? Opportunities for giving viewpoints.</p> <p>Theme: life/ conflict/ differences of opinion.</p>
	<p><u>The Lion, the witch and the wardrobe. by C S Lewis</u></p> <p><u>Fantasy/ portals/ classic children's literature/ author</u></p>	<p>Setting: Various wonderful descriptions of settings in different places. Narnia, Mt Tumnus' house</p> <p>Character: Compare magical creatures good vs evil ones. Compare other characters, the children, Ice Queen. Edmund's behaviour and actions.</p> <p>Themes: magical devices/ good and evil/ bravery, courage.</p>
	<p><u>Hansel and Gretel by Anthony Browne.</u></p> <p>Folk Take/ Traditional Tale Picture Book</p>	<p>Can be compared the original. Infer feelings from pictures and compare to the text. Visual imagery to textual imagery. Change of mood in the pictures.</p> <p>Theme: good/ evil. integrity relating to Father</p> <p>Characters: good and evil. What should the father have done? Bravery of characters.</p>
	<p><u>The Promise by Nichola Davies</u></p> <p>Picture Book</p>	<p>Words and pictures enhance each other. Timeless moral message</p> <p>Theme: determination/ open-mindedness/ environment/ wellbeing/ caring for others/ personal transformation of a city and person/ promises.</p>
Year 4	<p><u>The House at the edge of Magic</u> Amy Sparkes</p> <p>Historical fantasy Novel</p>	<p>Historical fantasy Novel</p> <p>Theme: Rages to Riches. A story of unlikely friendships. Discussions of orphans. Why might some people steal? Justice/ integrity.</p> <p>Links to: Oliver- Charles Dickens.</p>
	<p><u>KrindleKrax by Philip Ridley</u></p> <p>Real life fantasy</p>	<p>Opportunity to explore differences in people. Different timelines within the story.</p> <p>Opportunity to explore how people behave motives and reasons to their choices and actions.</p> <p>Exploration of what a hero is/ looks like/ what a true hero really is.</p> <p>Exploration of bullying.</p> <p>Theme: courage/ integrity/ justice</p>
	<p><u>Charlotte's Web by E B White</u></p> <p>Familiar Setting/ animal stories</p>	<p>Implications of key events. Timeline to explore structure of events.</p> <p>Character: compare and contrast the different characters' natures. Wilbur's character development.</p> <p>Theme: friendship and love, natural world.</p>

		<p>Setting: infer from the text where the setting is; use of language for description of the farm.</p> <p>Links to: farm setting of yr 3s The Sheep pig/ animals that communicate.</p>
	<p><u>Why the Whales Came by Michael Morpurgo</u></p> <p>Classic children's author/ historical novel set in 1914.</p>	<p>Children can research information about Narwhals, Bryher on the Isles of Scilly, and Rushy Bay and research on the internet why families left Samson Island.</p> <p>Historical Real life</p> <p>Themes: fear, bullying, friendship, whale hunting/ justice/ integrity.</p> <p>Character: The birdman- does the reader's opinion of him change?</p> <p>Setting: war time setting (how do we know) description of the setting. Importance of the setting to the story.</p> <p>Link to: Abominables (yr 3) importance of nature.</p>
	<p><u>The Fire-work Maker's Daughter by Phillip Pullman</u></p> <p>Fantasy/ modern fairytale</p>	<p>Themes: hard work/ courage/ magical devices/ mixing old conventions of fairy tales with new/ heroes.</p> <p>Description of fire-fantasy & adventure</p> <p>Character: Actions of character to reveal their qualities. Chulack's misdeeds and good deeds. What obstacles do the characters overcome?</p> <p>Links to: magical devices and witch in year 3s Lion, Witch and Wardrobe. The House on the Edge of Magic & Krindlkrax. Hansel and Gretel yr3 tradition fairy tale.</p>
	<p><u>The Boy at the Back of the Class by Onjali Q. Rauf</u></p> <p>Real Life/ topical issues</p>	<p>Story that explores a child immigrant and the love and kindness of other children. Real Life</p> <p>Theme: immigration, kindness, bullying, positive/ negative characters. Justice/ compassion/ kindness/ integrity.</p> <p>Character: Character development of the narrator.</p> <p>Links to: Year 5 will also study a book by Onjali Q. Rauf.</p>
	<p><u>Voices in the Park by Anthony Browne</u></p> <p>Picture book</p>	<p>Can be compared with The Tunnel by Anthony Browne. Story of shared space through four different voices.</p> <p>Characters: depictions of characters of animals and what this implies.</p> <p>Themes: alienation, anger and friendship.</p>

Counting on Catherine

Helaine Becker

True story picture book

The true story of a NASA heroine who used maths to touch the moon. Maths matters. This book tells you the life story of a brilliant maths genius who also fought for equal rights to pursue her dreams. Theme: perseverance/ resilience/ integrity/ justice.