

Reading ~ Learning Continuum – Key Stage Two

| | Year 3 | Year 4 |
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| COMPEHENION | <p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their particular characteristics; recognise typical presentational features. Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a nonfiction book is often organised and presented. Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Predict what might happen from details stated and implied. Explain the meaning of words in context; use dictionaries to check meanings. Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. Retrieve and record information from non-fiction texts. Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box Provides a list of quick facts. Discuss words and phrases that capture the reader's interest and imagination. During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say. | <p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments. Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; recognise typical presentational features. Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books. Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences. Draw inferences / comparisons and justify with evidence e.g. feelings, thoughts and motives, from actions or words. Predict what might credibly happen from details stated and implied. Explain the meaning of words in context; use dictionaries to check meanings. Check the text makes sense, reading to the punctuation and habitually re-reading. Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake. Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish. Retrieve and record information from non-fiction texts. Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character. Discuss words and phrases that capture the reader's interest and imagination. During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say. |
| WORD READING | <p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. Read most common exception words by sight, (including those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud. | <p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. Read most common exception words effortlessly, noting unusual correspondence between spelling and sound. Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous. Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud. |

Websites, Apps and Resources

- Shared reading
- Guided reading
- Comprehension packs



Forest School

- Recognising text within the environment
- Shared reading
- Scavenger hunts