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| **Word Reading**  © Lancashire County Council (2014)  **2** | **Comprehension** |
| As above and:   * Use knowledge of root words to understand meanings of words. * Use prefixes to understand meanings e.g. *un-, dis-,-mis-, re-.* * Use suffixes to understand meanings e.g. *–ation, -ous.* * Read and understand meaning of words on Y3/4 word list – see bottom. * Use intonation, tone and volume when reading aloud. * Take note of punctuation when reading aloud. | As above and:  Develop pleasure in reading, motivation to read, vocabulary and understanding by:   * Listening to and discussing a range of fiction, poetry, plays, non-fiction. * Regularly listening to whole novels read aloud by the teacher. * Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion. * Analysing and evaluate texts looking at language, structure and presentation e.g. *newspaper reports, recipes, etc.* * Recognising some different forms of poetry e.g. *narrative, free verse.* * Reading books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference.* * Using dictionaries to check meanings of words they have read. * Sequencing and discussing the main events in stories. * Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm’s Fairy Tales, Rudyard Kipling Just So Stories.* * Identifying and discussing themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.* * Identifying and discussing conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times.* * Identifying, discussing and collecting favourite words and phrases which capture the reader’s interest and imagination. * Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action.   Understand what they read independently by:   * Discussing their understanding of the text * Explaining the meaning of unfamiliar words by using the context * Making predictions based on details stated * Raising questions during the reading process to deepen understanding e.g. *I wonder why the character.* * Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text * Using point and evidence to structure and justify responses. * Discussing the purpose of paragraphs. * Identifying a key idea in a paragraph.   Retrieve and record information from non-fiction   * Evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.* * Quickly appraising a text to evaluate usefulness. * Navigating texts in print and on screen.   Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say   * Developing and agreeing on rules for effective discussion. * Making and responding to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.* |