Year 3 and 4 mixed year group Reading Curriculum

Colour coding: <u>C = Coverage</u> <u>N = New Learning</u> <u>R = Recall of prior learning</u>



Please note:

Year 3 and Year 4 learners have very different curricular expectations of them, although the same text can be used, guided reading should be done in year group specific groups with separate outcomes expected as laid out in the plan..

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Terms Autumn			umn	Spring		Summer		
	narrative	The Hodgeheg Dick King Smith The heater of sideal adventors	WAR GAME VILLAGE GREEN TO NO-INAN'S-LAND Michael Foreman Links with Rememberance and history topics.	Heroes and villains – talking about characters and drawign inference about tehm from their actions.		OPERATION GADGETMAN! WHITE CONTROL AND THE MALORIE BLACKMAN		
Coverage: Texts	Non-fiction	Non- Fiction texts that are structured in different ways: Magazines Comic strips Adverts posters		Reference books. Range of texts from real life that children can find a range of information — Encyclopaedia Atlas Manuals for instructions		Biographies – including William Shakespeare to link with play scripts. Link biographies to EDI curriculum and topic study. Proceedings of William Shakespeare Shakespeare		
	ial tales,	Traditional Tale: Grimm's Fairy Tales – how traditional tales teach us life lessons about morals and consequences.		Traditional Tale: Rudyard Kipling Just So Stories Compare with the stories of Anansi the Spider and Aesop's Fables		Traditional Tale: Play scripts: Midsummer Night's Dream for kids		
	e, traditional tales,	Poetry and Rhyme: Look at Nonsense verse as a genre inc Spike Milligan, Edward Lear, creating new words that describe as well as using onomatopoeia		Poetry and Rhyme Rap, rhythm and poems with musicality for performing out loud		Poetry and Rhyme Haiku and traditional poetic structures such as sonnets Classic poem:		
	Rhyme,	Classic poem: The Jabberwocky – Lewis Carroll		Classic poem: The Nightmail – WH Auden		Classic poem: The Highwayman – epic story the children can translate into a play script		
Author	Study	Dick King-Smith - examine and compare a range of books The Sheep Pig The Queen's Nose The Invisible Dog Harry's Mad		 Judith Kerr when Hitler Stole Pink Rabbit A small person far away 		Malorie Blackman - examine and compare a range of books Betsey Biggalow series Fangs Whizziwig		
Coverage Key skil both ye groups	lls for ear	Retrieval Prediction	Retrieval Prediction Word Meaning	Retrieval Prediction Work Meaning Inference	Retrieval Prediction Work Meaning Inference Sequencing	Retrieval Prediction Work Meaning Inference Sequencing Summarising Authorial intent	Retrieval Prediction Work Meaning Inference Sequencing Summarising Authorial intent Reading for Performance	
Ongoing word reading		At the beginning of Y3, all children who did not achieve the expected level in the PSC at the end of Y2 must continue with a programme of structured, synthetic phonics to fill the gaps and meet the expectation. Books given to them need to match their phonic ability closely with 95-98 accuracy to ensure fluency. By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. 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. Children should 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: increasingly independently by the end of year 4.						
Ongoin non- statuto guidano Weeks	ory	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, except in the case of pupils who did not meet the PSC at the end of Y2 and for whom SSP will still be a priority. 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 .						
Week 1	L rear the control of	apply their growing knowledge of root ords, prefixes (e.g. un-, dis-,-mis-, re-) and suffixes (e.gation, -ous) ead further exception words, biting the unusual orrespondences between spelling and sound, and where these occur the word: **EUNDERSTANDING TEXT** **se active reading strategies including: necking that the text makes sense to em; discussing their understanding; uplaining the meaning of words in ontext; asking questions to improve eir understanding of a text (e.g. I conder why the character) **EPREDICTION** **PREDICTION** **redict what might happen from details ated and implied (e.g. use escriptions of a character's opearance to make predictions about ow they might behave or what they bight say: **ERANGE OF READING**	WR: -practise reading silently -begin to accurately and fluently read books written at an age- appropriate level at a speed that is sufficient to enable a focus on understanding C: WORD MEANING -discuss word meanings, linking new meanings to those already known C: PREDICTION -make predictions using experience of reading books by the same author i.e. the farmyard animals, Harry in Harry's Mad, etcpredict what might happen from details stated and implied (e.g. use descriptions of a character's appearance to make predictions about how they might behave or what they might say C: RETRIEVAL -answer literal questions C: RANGE OF READING -listen to and discuss a wide range of fiction C: CONVENTIONS & CONTENT -increase familiarity with fables and folk tales (e.g. Grimm's Fairy Tales, Rudyard Kipling and 'Just So' Stories) and retell some of these orally	WR: - apply reading further new prefixes and suffixes C: UNDERSTANDING TEXT - use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text C: INFERENCE - draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence (e.g. use the verbs used for dialogue to work out how a character is feeling [e.g. shouted, sighed, joked]) C: WORD MEANING - use dictionaries to check the meaning of words that they have read C: RANGE OF READING - listen to and discuss a wide range of fiction C: CONVENTIONS & CONTENT - Recap on work done with fables and folk tales (e.g. Grimm's Fairy Tales, Rudyard Kipling and 'Just So' Stories) and retell some of these orally	WR: apply reading further new prefixes and suffixes C: CONVENTIONS & CONTENT -identify themes and conventions in a wide range of books (e.g.: typical characters; use of magical devices in fairy stories & folk tales) C: UNDERSTANDING TEXT -use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text C: INFERENCE -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence C: RANGE OF READING -listen to and discuss a wide range of fiction	WR: - apply reading further new prefixes and suffixes C: SUMMARISING -identify and summarise the main idea of a paragraph (e.g. 'This paragraph is describing what Horrid Henry did with the water pistol.') C: UNDERSTANDING TEXT -use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text C: RANGE OF READING -listen to and discuss a wide range of fiction	WR: - apply reading further new prefixes and suffixes C: WORD MEANING -use dictionaries to check the meaning of words that they have read C: UNDERSTANDING TEXT -activate prior knowledge -use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text C: UNDERSTANDING LANGUAGE -identify why authors have used particular language C: RANGE OF READING -listen to and discuss a wide range of fiction	

	Year 2	wr: -apply their growing knowledge of root words, prefixes (e.g. sub-, inter-,-anti-, auto-) and suffixes (e.gation, -ous, -tion, -sion, -ssion, -cian) (etymology and morphology) -read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word C: UNDERSTANDING TEXT -use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text (e.g. I wonder why the character) C: PREDICTION -predict what might happen from details stated and implied (e.g. about how a character will act in a particular setting or in response to an event and whether it was unexpected) C: RANGE OF READING -listen to and discuss a wide range of fiction	WR: -continue to practise reading silently -accurately and fluently read books written at an age-appropriate level at a speed that is sufficient to enable a focus on understanding C: WORD MEANING -discuss word meanings, linking new meanings to those already known C: PREDICTION -make predictions using experience of reading books by the same author being studied this term I.e Babe in The Sheep Pig, predict the complete turnaround in the situation of good/bad characters by the end of the story based on the introduction i.e the duck, the farmer, etcpredict what might happen from details stated and implied (e.g. about how a character will act in a particular setting or in response to an event and whether it was unexpected) C: RETRIEVAL -answer literal questions C: RANGE OF READING -listen to and discuss a wide range of fiction	WR: - apply reading further new prefixes and suffixes C: UNDERSTANDING TEXT - use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text; re-reading to support understanding C: INFERENCE - draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence (e.g. use knowledge of what characters have done so far to infer what they might be thinking about an event and how this might differ between the characters) C: WORD MEANING - use dictionaries to check the meaning of words that they have read C: CONVENTIONS & CONTENT -increase familiarity with a wide range of books, including (less familiar) fairy stories, myths and legends, and retell some of these orally C: RANGE OF READING - listen to and discuss a wide range of fiction C: CONVENTIONS & CONTENT	WR: apply reading further new prefixes and suffixes C: CONVENTIONS & CONTENT -identify themes and conventions in a wide range of books (e.g. safe and dangerous; just and unjust; origins of the earth in creation stories; the conventions of different types of nonfiction writing [e.g. a diary written in the first person]) and make simple connections between texts (e.g. similarities in plot, topic or books by the same author, about the same characters) C: UNDERSTANDING TEXT -use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text; re-reading to support understanding C: INFERENCE -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence C: RANGE OF READING -listen to and discuss a wide range of fiction C: WORD MEANING	WR: - apply reading further new prefixes and suffixes C: SUMMARISING -identify main ideas drawn from more than one paragraph and summarise these (e.g. 'The character is scared of spiders, the dark and lightning.' [Each example of what the character is scared of is taken from a different paragraph]) C: UNDERSTANDING TEXT -use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text; re-reading to support understanding C: RANGE OF READING -listen to and discuss a wide range of fiction	WR: - apply reading further new prefixes and suffixes C: WORD MEANING -use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words C: UNDERSTANDING TEXT - use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text; re-reading to support understanding C: UNDERSTANDING LANGUAGEidentify why authors have used particular language C: RANGE OF READING -listen to and discuss a wide range of fiction
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Week 4	Year 3	C: UNDERSTANDING STRUCTURE -recognise some different forms of poetry and their structure and/or pattern -free verse, shape poems and calligrams C: RANGE OF READING - listen to and discuss a wide range of poems	C: UNDERSTANDING STRUCTURE -recognise some different forms of poetry and their structure and/or pattern - alphabet poems C: PERFORMING -prepare poems to read aloud and to perform and show understanding through intonation, tone, volume and action -perform poetry together experiment with expression and use pauses for effect C: UNDERSTANDING LANGUAGE -identify why poets have used particular language C: RANGE OF READING - listen to and discuss a wide range of poems	C: UNDERSTANDING STRUCTURE -recognise some different forms of poetry and their structure and/or pattern — narrative poems C: PERFORMING -perform poetry individually and experiment with expression and use pauses for effect -prepare poems to read aloud and to perform and show understanding through intonation, tone, volume and action C: UNDERSTANDING LANGUAGE -identify why poets have used particular language C: RANGE OF READING - listen to and discuss a wide range of poems	C: UNDERSTANDING STRUCTURE -recognise some different forms of poetry and their structure and/or pattern - free verse mand narrative poems C: RANGE OF READING -make personal reading choices and explain reasons for these - listen to and discuss a wide range of poems	C: PERFORMING -prepare play scripts to read aloud and to perform and show understanding through intonation, tone, volume and action C: RANGE OF READING - listen to and discuss plays	C: UNDERSTANDING STRUCTURE -recognise some different forms of poetry and their structure and/or pattern - raps and riddles -prepare poems to read aloud and to perform and show understanding through intonation, tone, volume and action -perform poetry together experiment with expression and use pauses for effect
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sk 5	Year 3	C: UNDERSTANDING STRUCTURE -identify non-fiction features that support the structure of the text C: RANGE OF READING -listen to and discuss a wide range of non-fiction and reference books -read to find out information	C: UNDERSTANDING STRUCTURE -read books that are structured in different ways -identify non-fiction features that support the structure of the text C: RANGE OF READING -listen to and discuss a wide range of non-fiction and reference books -read to find out information	C: NAVIGATING -retrieve and record information from non-fiction (from a single point of reference in the text [a paragraph or page] e.g. use contents page, headings or sub- headings C: UNDERSTANDING STRUCTURE -read books that are structured in different ways -identify non-fiction features that support the structure of the text C: RANGE OF READING -listen to and discuss a wide range of non-fiction and reference books -read to find out information	C: NAVIGATING -scan for key words to retrieve information (from a single point of reference in the text) -retrieve and record information from non-fiction C: UNDERSTANDING STRUCTURE -read books that are structured in different ways -identify non-fiction features that support the structure of the text C: RANGE OF READING -listen to and discuss a wide range of non-fiction and reference books -read to find out information	C: NAVIGATING -scan for key words to retrieve information (from a single point of reference in the text) -retrieve and record information from non-fiction C: UNDERSTANDING STRUCTURE -read books that are structured in different ways -identify non-fiction features that support the structure of the text C: RANGE OF READING -listen to and discuss a wide range of non-fiction and reference books -read to find out information	C: NAVIGATING -scan for key words to retrieve information (from a single point of reference in the text) -retrieve and record information from non-fiction C: UNDERSTANDING STRUCTURE -read books that are structured in different ways -identify non-fiction features that support the structure of the text C: RANGE OF READING -listen to and discuss a wide range of non-fiction and reference books -read to find out information
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Terminolo check		commas (speech marks), sub- heading, heading, index,	prefix, suffix, inverted commas (speech marks), sub-heading, heading, index, glossary, dictionary	prefix, suffix, inverted commas (speech marks), sub-heading, heading, index, glossary, dictionary	prefix, suffix, inverted commas (speech marks), sub-heading, heading, index, glossary, dictionary	prefix, suffix, inverted commas (speech marks), sub-heading, heading, index, glossary, dictionary	prefix, suffix, inverted commas (speech marks), subheading, heading, index, glossary, dictionary
Reading accident(ally,) actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women							

