

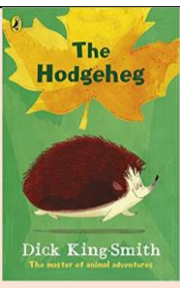
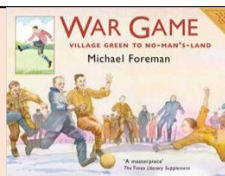
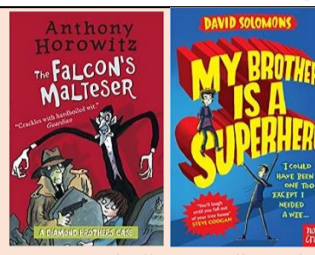
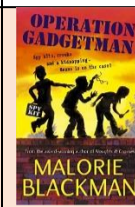
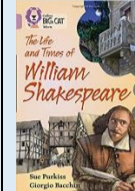
# Year 3 and 4 mixed year group Reading Curriculum



Colour coding: **C** = Coverage **N** = New Learning **R** = Recall of prior learning  
 WR= Word reading PoS C= Comprehension PoS

**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..**

Terms		Autumn	Spring		Summer		
Coverage: Texts	narrative	 Dick King-Smith The master of school adventures	 Michael Foreman Links with Remembrance and history topics.	 Heroes and villains – talking about characters and draw in inference about them from their actions.	 Malorie Blackman		
	Non-fiction	Non- Fiction texts that are structured in different ways: <ul style="list-style-type: none"> <li>Magazines</li> <li>Comic strips</li> <li>Adverts</li> <li>posters</li> </ul>		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. 	
	Rhyme, traditional tales, poetry	<b>Traditional Tale:</b> Grimm's Fairy Tales – how traditional tales teach us life lessons about morals and consequences.		<b>Traditional Tale:</b> Rudyard Kipling Just So Stories Compare with the stories of Anansi the Spider and Aesop's Fables		<b>Traditional Tale:</b> Play scripts: Midsummer Night's Dream for kids	
		<b>Poetry and Rhyme:</b> Look at Nonsense verse as a genre inc Spike Milligan, Edward Lear, creating new words that describe as well as using onomatopoeia		<b>Poetry and Rhyme</b> Rap, rhythm and poems with musicality for performing out loud		<b>Poetry and Rhyme</b> Haiku and traditional poetic structures such as sonnets	
		<b>Classic poem:</b> The Jabberwocky – Lewis Carroll		<b>Classic poem:</b> The Nightmail – WH Auden		<b>Classic poem:</b> The Highwayman – epic story the children can translate into a play script	
Author Study:	<b>Dick King-Smith</b> - examine and compare a range of books The Sheep Pig The Queen's Nose The Invisible Dog Harry's Mad		<b>Judith Kerr</b> <ul style="list-style-type: none"> <li>when Hitler Stole Pink Rabbit</li> <li>A small person far away</li> </ul>		<b>Malorie Blackman</b> - examine and compare a range of books Betsey Biggalow series Fangs Whizzwig		
Coverage: Key skills for both year groups	<b>Retrieval Prediction</b>	Retrieval Prediction <b>Word Meaning</b>	Retrieval Prediction Work Meaning <b>Inference</b>	Retrieval Prediction Work Meaning Inference <b>Sequencing</b>	Retrieval Prediction Work Meaning Inference Sequencing <b>Summarising</b> <b>Authorial intent</b>	Retrieval Prediction Work Meaning Inference Sequencing Summarising Authorial intent <b>Reading for Performance</b>	
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.						
Ongoing non-statutory guidance	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						
Weeks							
Week 1	Year 1	<b>WR:</b> - apply their growing knowledge of root words, prefixes (e.g. un-, dis-, mis-, re-) and suffixes (e.g. -ation, -ous) -read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <b>C: UNDERSTANDING TEXT</b> -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...) <b>C: PREDICTION</b> -predict 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) <b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction	<b>WR:</b> -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 <b>C: WORD MEANING</b> -discuss word meanings, linking new meanings to those already known <b>C: PREDICTION</b> -make predictions using experience of reading books by the same author i.e. the farmyard animals, Harry in Harry's Mad, etc. -predict 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) <b>C: RETRIEVAL</b> -answer literal questions <b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction <b>C: CONVENTIONS &amp; CONTENT</b> -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	<b>WR:</b> - apply reading further new prefixes and suffixes <b>C: UNDERSTANDING TEXT</b> -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 <b>C: INFERENCE</b> -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]) <b>C: WORD MEANING</b> -use dictionaries to check the meaning of words that they have read <b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction <b>C: CONVENTIONS &amp; CONTENT</b> -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	<b>WR:</b> - apply reading further new prefixes and suffixes <b>C: CONVENTIONS &amp; CONTENT</b> -identify themes and conventions in a wide range of books (e.g.: typical characters; use of magical devices in fairy stories & folk tales) <b>C: UNDERSTANDING TEXT</b> -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 <b>C: INFERENCE</b> -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence <b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction	<b>WR:</b> - apply reading further new prefixes and suffixes <b>C: SUMMARISING</b> -identify and summarise the main idea of a paragraph (e.g. 'This paragraph is describing what Horrid Henry did with the water pistol.') <b>C: UNDERSTANDING TEXT</b> -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 <b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction	<b>WR:</b> - apply reading further new prefixes and suffixes <b>C: WORD MEANING</b> -use dictionaries to check the meaning of words that they have read <b>C: UNDERSTANDING TEXT</b> -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 <b>C: UNDERSTANDING LANGUAGE</b> -identify why authors have used particular language <b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction

	Year 2	<p><b>WR:</b> -apply their growing knowledge of root words, prefixes (e.g. <i>sub-</i>, <i>inter-</i>, <i>-anti-</i>, <i>auto-</i>) and suffixes (e.g. <i>-ation</i>, <i>-ous</i>, <i>-tion</i>, <i>-sion</i>, <i>-ssion</i>, <i>-cian</i>) (etymology and morphology) -read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><b>C: UNDERSTANDING TEXT</b> -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>I wonder why the character...</i>)</p> <p><b>C: PREDICTION</b> -predict what might happen from details stated and implied (e.g. <i>about how a character will act in a particular setting or in response to an event and whether it was unexpected</i>)</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>WR:</b> -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</p> <p><b>C: WORD MEANING</b> -discuss word meanings, linking new meanings to those already known</p> <p><b>C: PREDICTION</b> -make predictions using experience of reading books by the same author <i>being studied this term</i> i.e. <i>Babe in The Sheep Pig</i>, <i>predict the complete turnaround in the situation of good/bad characters by the end of the story based on the introduction</i> i.e. <i>the duck, the farmer, etc.</i> -predict what might happen from details stated and implied (e.g. <i>about how a character will act in a particular setting or in response to an event and whether it was unexpected</i>)</p> <p><b>C: RETRIEVAL</b> -answer literal questions</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>WR:</b> -apply reading further new prefixes and suffixes</p> <p><b>C: UNDERSTANDING TEXT</b> -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</p> <p><b>C: INFERENCE</b> -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence (e.g. <i>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</i>)</p> <p><b>C: WORD MEANING</b> -use dictionaries to check the meaning of words that they have read</p> <p><b>C: CONVENTIONS &amp; CONTENT</b> -increase familiarity with a wide range of books, including (less familiar) fairy stories, myths and legends, and retell some of these orally</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>WR:</b> - apply reading further new prefixes and suffixes</p> <p><b>C: SUMMARISING</b> -identify main ideas drawn from more than one paragraph and summarise these (e.g. <i>'The character is scared of spiders, the dark and lightning.'</i> [Each example of what the character is scared of is taken from a different paragraph])</p> <p><b>C: UNDERSTANDING TEXT</b> -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</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>WR:</b> - apply reading further new prefixes and suffixes</p> <p><b>C: WORD MEANING</b> -use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words</p> <p><b>C: UNDERSTANDING TEXT</b> - 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</p> <p><b>C: UNDERSTANDING LANGUAGE</b> -identify why authors have used particular language</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	
Week 2	Year 3	<p><b>WR:</b> <b>C: WORD MEANING</b> -discuss word meanings, linking new meanings to those already known</p> <p><b>C: UNDERSTANDING TEXT</b> -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</p> <p><b>C: CONVENTIONS &amp; CONTENT</b> -increase familiarity with fairy stories, (e.g. <i>Grimm's Fairy Tales, Rudyard Kipling and 'Just So' Stories</i>) and retell some of these orally</p> <p><b>C: RETRIEVAL</b> -answer literal questions</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words</p> <p><b>C: UNDERSTANDING TEXT STRUCTURE</b> -sequence the main events in stories into the five stages</p> <p><b>C: RETRIEVAL</b> -answer literal questions</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: CONVENTIONS &amp; CONTENT</b> -increase familiarity with fables and folk tales (e.g. <i>Grimm's Fairy Tales, Rudyard Kipling and 'Just So' Stories</i>) and retell some of these orally</p> <p><b>C: UNDERSTANDING TEXT STRUCTURE</b> -sequence the main events in stories into the five stages</p> <p><b>C: INFERENCE</b> -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use dictionaries to check the meaning of words that they have read</p> <p><b>C: INFERENCE</b> -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words</p> <p><b>C: SUMMARISING</b> -identify and summarise the main idea of a paragraph</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>WR:</b> - apply reading further new prefixes and suffixes</p> <p><b>C: WORD MEANING</b> -use dictionaries to check the meaning of words that they have read</p> <p><b>C: UNDERSTANDING TEXT</b> -activate prior knowledge</p> <p>-use active reading strategies</p> <p><b>C: UNDERSTANDING LANGUAGE</b> -identify why authors have used particular language</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>
	Year 4	<p><b>WR:</b> <b>C: WORD MEANING</b> -use morphological and etymological knowledge to work out the meanings of unknown words</p> <p><b>C: UNDERSTANDING TEXT</b> -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</p> <p><b>C: CONVENTIONS &amp; CONTENT</b> -increase familiarity with a wide range of books, including (less familiar) fairy stories, and retell some of these orally</p> <p><b>C: RETRIEVAL</b> -answer literal questions</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words</p> <p><b>C: UNDERSTANDING TEXT STRUCTURE</b> -sequence the main events in stories into the five stages</p> <p><b>C: RETRIEVAL</b> -answer literal questions</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: CONVENTIONS &amp; CONTENT</b> -increase familiarity with fables and folk tales (e.g. <i>Grimm's Fairy Tales, Rudyard Kipling and 'Just So' Stories</i>) and retell some of these orally</p> <p><b>C: UNDERSTANDING TEXT STRUCTURE</b> -sequence the main events in stories into the five stages</p> <p><b>C: INFERENCE</b> -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use dictionaries to check the meaning of words that they have read</p> <p><b>C: CONVENTIONS &amp; CONTENT</b> -identify themes and conventions in a wide range of books</p> <p><b>C: INFERENCE</b> -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words</p> <p><b>C: SUMMARISING</b> -identify main ideas drawn from more than one paragraph and summarise these</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>WR:</b> - apply reading further new prefixes and suffixes</p> <p><b>C: WORD MEANING</b> -use dictionaries to check the meaning of words that they have read</p> <p><b>C: UNDERSTANDING TEXT</b> -activate prior knowledge</p> <p>-use active reading strategies</p> <p><b>C: UNDERSTANDING LANGUAGE</b> -identify why authors have used particular language</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>
3	Year 3	<p><b>WR:</b> <b>C: WORD MEANING</b> -discuss word meanings, linking new meanings to those already known</p> <p><b>C: CONVENTIONS &amp; CONTENT</b> -increase familiarity with fairy stories (e.g. <i>Grimm's Fairy Tales, Rudyard Kipling and 'Just So' Stories</i>) and retell some of these orally</p> <p><b>C: RETRIEVAL</b> -answer literal questions</p> <p><b>C: PREDICTION</b> -predict what might happen from details stated and implied</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words</p> <p><b>C: UNDERSTANDING TEXT STRUCTURE</b> -sequence the main events in stories into the five stages</p> <p><b>C: RETRIEVAL</b> -answer literal questions</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use dictionaries to check the meaning of words that they have read</p> <p><b>C: CONVENTIONS &amp; CONTENT</b> -increase familiarity with fables and folk tales (e.g. <i>Grimm's Fairy Tales, Rudyard Kipling and 'Just So' Stories</i>) and retell some of these orally</p> <p><b>C: INFERENCE</b> -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use dictionaries to check the meaning of words that they have read</p> <p><b>C: INFERENCE</b> -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words</p> <p><b>C: SUMMARISING</b> -identify and summarise the main idea of a paragraph</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use dictionaries to check the meaning of words that they have read</p> <p><b>C: UNDERSTANDING TEXT</b> -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</p> <p><b>C: UNDERSTANDING LANGUAGE</b> -identify why authors have used particular language</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>
	Year 4	<p><b>WR:</b> <b>C: WORD MEANING</b> -discuss word meanings, linking new meanings to those already known</p> <p><b>C: CONVENTIONS &amp; CONTENT</b> -increase familiarity with fairy stories (e.g. <i>Grimm's Fairy Tales, Rudyard Kipling and 'Just So' Stories</i>) and retell some of these orally</p> <p><b>C: RETRIEVAL</b> -answer literal questions</p> <p><b>C: PREDICTION</b> -predict what might happen from details stated and implied</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words</p> <p><b>C: UNDERSTANDING TEXT STRUCTURE</b> -sequence the main events in stories into the five stages</p> <p><b>C: RETRIEVAL</b> -answer literal questions</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use dictionaries to check the meaning of words that they have read</p> <p><b>C: CONVENTIONS &amp; CONTENT</b> -increase familiarity with fables and folk tales (e.g. <i>Grimm's Fairy Tales, Rudyard Kipling and 'Just So' Stories</i>) and retell some of these orally</p> <p><b>C: INFERENCE</b> -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use dictionaries to check the meaning of words that they have read</p> <p><b>C: INFERENCE</b> -draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words</p> <p><b>C: SUMMARISING</b> -identify main ideas drawn from more than one paragraph and summarise these</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>	<p><b>C: WORD MEANING</b> -use dictionaries to check the meaning of words that they have read</p> <p><b>C: UNDERSTANDING TEXT</b> -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</p> <p><b>C: UNDERSTANDING LANGUAGE</b> -identify why authors have used particular language</p> <p><b>C: RANGE OF READING</b> -listen to and discuss a wide range of fiction</p>

