|  |  |
| --- | --- |
| **Word Reading**  © Lancashire County Council (2014)  **2** | **Comprehension** |
| As above and:   * Read books at an age appropriate interest level. * Use knowledge of root words to understand meanings of words. * Use prefixes to understand meanings e.g. *un-, dis-, mis-, re-, pre-, im-, in-.* * Use suffixes to understand meanings e.g. -*ly, -ous.* * Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. | As above and:  **Developing pleasure in reading and motivation to read**   * Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. *fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.* * Regularly listen to whole novels read aloud by the teacher. * Read a range of non-fiction texts, e.g. *information, discussion, explanation, biography* and *persuasion*. * Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference.* * Recognise some different forms of poetry e.g. *narrative, calligrams, shape poems.* * Sequence and discuss the main events in stories. * Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm’s Fairy Tales.* * Identify and discuss themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.* * Identify and discuss conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times.* * Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.   **Understanding the text**   * Identify, discuss and collect favourite words and phrases which capture the reader’s interest and imagination. * Explain the meaning of unfamiliar words by using the context. * Use dictionaries to check meanings of words they have read. * Use intonation, tone and volume when reading aloud. * Take note of punctuation when reading aloud. * Discuss their understanding of the text. * Raise questions during the reading process to deepen understanding e.g. *I wonder why the character.* * Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. * Make predictions based on details stated. * Justify responses to the text using the PE prompt (**P**oint + **E**vidence). * Discuss the purpose of paragraphs. * Identify a key idea in a paragraph. * Analyse and evaluate texts looking at language, structure and presentation e.g. *persuasive letter, diary and calligram* etc.   **Retrieving and recording information from non-fiction**   * Prepare for research by identifying what is already known about the subject and key questions to structure the task. * Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossary, diagrams.* * Quickly appraise a text to evaluate usefulness. * Navigate texts in print and on screen. * Record information from a range of non-fiction texts.   **Participating in discussion**   * Participate in discussion about what is read to them and books they have read independently. * Develop and agree on rules for effective discussion. * Take turns and listen to what others say. * Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.* |