

# READING PROGRESSION

## Lower Key Stage Two

### Whole School Vision

We want our children to value and enjoy reading and to care for books.

We want to support learning at home so that all children become competent and fluent readers.

We want our children to be effective communicators and to fully access the curriculum. We want them to become lifelong readers.

We want our children to understand the value of stories in developing their own narrative and that of others.

## Word Reading

	Year 3	Year 4
<b>Phonics and Decoding</b>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>
<b>Common Exception Words</b>	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.
<b>Fluency</b>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.</p> <p>Any focus on word reading should support the development of vocabulary.</p>	

## Comprehension

	Year 3	Year 4
<b>Comparing, Contrasting and Commenting Words</b>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting)</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes ( e.g. triumph of good over evil)and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings)</p> <p>To identify how language, structure and presentation contribute to meaning</p> <p>To identify main ideas drawn fro more than one paragraph and summarise these.</p>
<b>Words in Context and Authorial Voice</b>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors’ choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers’ interest and imagination.</p>
<b>Inference and Prediction</b>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>
<b>Poetry and Performance</b>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>

<b>Non-Fiction</b>	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.  To use dictionaries to check the meaning of words that they have read.
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