

Woodcocks' Well C of E Primary School
Reading Progression Model
Year 3 and 4

	Knowledge	Skills
3	<p>Word Reading To know how to apply their growing knowledge of root words, prefixes and suffixes. (morphology and etymology), when reading aloud.</p> <p>To understand the meaning of new words they meet</p> <p>To read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</p>	<ul style="list-style-type: none"> • See appendix 1 of POS for the full list.
4	<p>Word Reading To know how to apply their growing knowledge of root words, prefixes and suffixes. (morphology and etymology), when reading aloud.</p> <p>To understand the meaning of new words they meet</p> <p>To read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</p>	<ul style="list-style-type: none"> • See appendix 1 of POS for the full list.
3	<p>Comprehension To know how to develop positive attitudes to reading and understanding of what they read.</p> <p>To continue learning how to use a dictionary e.g. searching for words which begin with the same letter.</p> <p>To understand what they read.</p>	<ul style="list-style-type: none"> • listen to and discuss an increasingly wider range of fiction, poetry, plays, non-fiction and reference books or textbooks. • read a few books that are structured in different ways and read for a range of purposes. • increase their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally. • begin to identify themes and conventions in a wider range of books. • begin to prepare poems and play scripts to read aloud and to perform. • begin to show understanding through intonation, tone, volume and action. • discuss some words and phrases that capture the reader's interest and imagination. • begin to recognise some different forms of poetry [for example, free verse, narrative poetry]. • begin to use dictionaries to check the meaning of words that they have read. • check that the age-related text makes sense to them, discuss their understanding and explain the meaning of words in context. • ask some questions to improve their understanding of a text. • draw some inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify some inferences with evidence. • predict what might happen from details stated and implied with some accuracy. • begin to identify main ideas drawn from more than one

<p>4</p>	<p>Comprehension To know how to develop positive attitudes to reading and understanding of what they read.</p> <p>To continue learning how to use a dictionary e.g. searching for words which begin with the same letter.</p> <p>To understand what they read.</p>	<ul style="list-style-type: none"> • paragraph and summarising these • begin to identify how language, structure, and presentation contribute to meaning with some accuracy • begin to retrieve and record some information from non-fiction • participate in age-related discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. <ul style="list-style-type: none"> • listen to and discuss an increasingly wider range of fiction, poetry, plays, non-fiction and reference books or textbooks. • read some books that are structured in different ways and read for a range of purposes. • Increase their familiarity with a wider range of books, including fairy stories, myths and legends, and retelling some of these orally. • Identify themes and conventions in a wider range of books. • Prepare poems and play scripts to read aloud and to perform. • Show understanding through intonation, tone, volume and action. • Discuss a wider range of words and phrases that capture the reader's interest and imagination. • To recognise some different forms of poetry [for example, free verse, narrative poetry]. <ul style="list-style-type: none"> • Use dictionaries to check the meaning of words that they have read. <ul style="list-style-type: none"> • check that the age-related text makes sense to them, discuss their understanding and explain the meaning of words in context. • To ask some questions to improve their understanding of a text. • Draw some inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify some inferences with evidence. • Predict what might happen from details stated and implied with some accuracy. • identify main ideas drawn from more than one paragraph and summarising these • identify how language, structure, and presentation contribute to meaning with some accuracy • retrieve and record some information from non-fiction • participate in age-related discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
<p>Vocabulary Vocabulary will be the context of the subject. Where there is a discreet spelling element recommendations in appendix 1 of the POS will be followed.</p>		