

Reading - Lower KS2 (Years 3 and 4)

The NC AIMS are that all children should:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- develop positive attitudes to reading and understanding of what they have read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry (for example, free verse, narrative poetry)
- understand what they read in books they can read independently by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:

Decoding	Range of reading	Familiarity with texts	Poetry and performance	Word meanings	Understanding	Inference	Authorial Intent	Prediction	Discussing reading
----------	------------------	------------------------	------------------------	---------------	---------------	-----------	------------------	------------	--------------------

Decoding

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet

- read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.

Range of Reading

- develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry (for example, free verse, narrative poetry)
- understand what they read, in books they can read independently by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Familiarity with texts

- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identify themes and conventions in a wide range of books

Poetry and Performance

- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- recognise some different forms of poetry

Word meaning

- use dictionaries to check the meaning of words that they have read

Understanding

- check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
- ask questions to improve their understanding of a text
- identify main ideas drawn from more than one paragraph and summarise these

Inference

- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences from evidence

Prediction

- predict what might happen from details stated and implied

Authorial intent

- discuss words and phrases that capture the reader's interest and imagination
- identify how language, structure, and presentation contribute to meaning

Non-fiction

- retrieve and record information from non-fiction

Discussing reading

- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Decoding

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet

Range of Reading

- continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and read for a range of purposes
- make comparisons within and across books

Familiarity with texts

- increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- identify and discuss themes and conventions in and across a wide range of writing

Poetry and Performance

- learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understanding

- check that the book makes sense to them, discussing their understanding and explaining the meaning of words in context
- ask questions to improve their understanding
- summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

Inference

- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences from evidence

Prediction

- predict what might happen from details stated and implied

Authorial intent

- identify how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Non-fiction

- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction

Discussing reading

- recommend books that they have read to their peers, giving reasons for their choices
- participate in discussions about books, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates
- provide reasoned justifications for their views