

Year 3/4 reading expectations

Meeting reading skills with wider reading opportunities	
Reading across the curriculum	To read for different purposes
	To prepare poems and play scripts to read aloud and to perform
	To retrieve, record and present information from non-fiction
	To use contents pages and indexes to locate information
	To recognise some different forms of poetry (free, narrative etc.)
	To support my understanding through using drama approaches to understand how to perform plays and poems
Free read Friday	To develop positive attitudes to reading
	To read books that are structured in different ways and for different purposes
	To increase familiarity with a wide range of books, including fairy stories, myths and legends
	To exercise choice in selecting books
Reading to children	To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books
	To listen to whole texts as well as extracts
	To meet books and authors that I might not choose to read myself
	To participate in discussions that are read to me, taking turns and listening to what others say

Guided reading		
Clarifying	Decoding	To sound out most unfamiliar words accurately, without undue hesitation
		To read further exception words, noting the unusual correspondences between spelling and sound
		To test out different pronunciations for longer words
		To match words I have hear before but have not seen in print
		To read most familiar words quickly and accurately without overt sounding and blending
		To check the text makes sense to them as they read (in a book I can read fluently)
	Vocabulary	To correct inaccurate reading
		To use dictionaries to check the meanings of words I have read
		To show understanding through intonation, tone, volume, volume and action
		To check the text makes sense to me
		To discuss my understanding and explaining the meaning of words in context
		To identify words I don't know the meaning of
Summarising	To use grammar and context to try and work out what a word means	
	To use prefixes and word families to understand words	
	To orally retell some stories studied	
Asking open questions	To summarise the main ideas drawn from more than one paragraph	
	To order events from a story	
	To ask questions to improve my understanding of a text	
	To explain what conventions can be expected in a particular type of writing (index and technical language for information texts)	
Predicting and connecting	To identify themes and conventions in a wide range of books	
	To think about what I already know about a text	
	To predict what might happen from details stated and implied.	
	To make predictions based on my personal experience	
Questioning	Literal (Direct)	To use author clues to determine the direction of a story
		To connect events, actions, themes and ideas in the text and support my thoughts with evidence
	Clue (Indirect)	To answer factual questions showing an understanding of what I have read
		To find words that give key information from across several paragraphs (including use of synonyms)
	Thinking (Inferential)	To draw deductions from a range of clues (attributes of a character, atmosphere etc.)
		To reference my deductions with evidence from the text
		To draw inferences (inferring characters' feelings, thoughts and motives from their actions)
		To justify inferences with evidence
Evaluating	To visualise how I would feel/what I would do in a character's situation	
	To compare characters, settings and themes (within and between texts)	
	To contribute to discussions about books I can read for myself, taking turns and listening to what others say	
	To make statements about likes and dislikes in reading with reasons	
	To discuss words and phrases that capture the reader's interest and imagination	
	To identify how language, structure and presentation contribute to meaning	