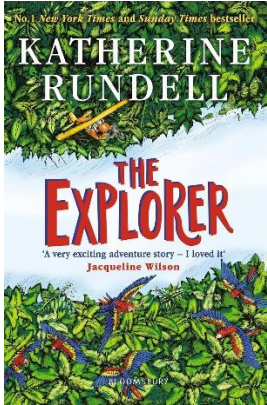
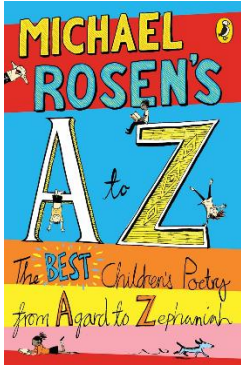
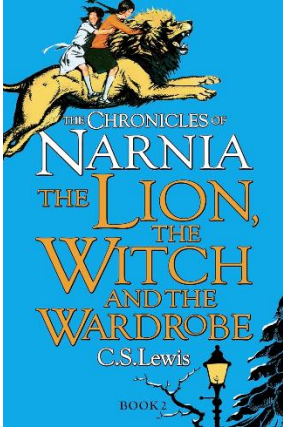
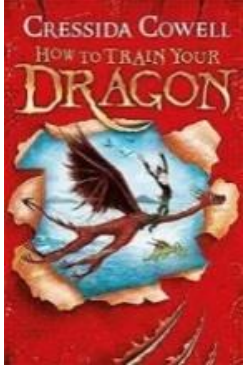
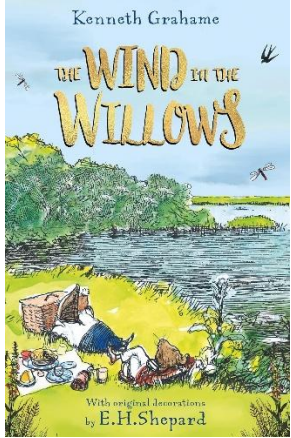


Year 3 and 4 NC statutory requirements	Pupils should be taught to: • develop positive attitudes to reading and understanding of what they read by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in 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.
Learning sequence	1. Introducing vocabulary (ensure children understand unfamiliar vocabulary prior to reading) 2. Read the text (model expert reading, echo reading, choral reading) 3. 'I do, we do, you do' answering questions
Question types	• Ranking/ordering e.g. 'Number the events below to show the order in which they happen in the story' • Labelling e.g. 'Label the text to show the title of the story' • Find and copy e.g. 'Find and copy one word that suggests what the weather is like in the story' • Short constructed response e.g. 'What does the bear eat?' • Open-ended response e.g. 'Look at the sentence that begins <i>Once upon a time</i>. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'



Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Explorer (Katherine Rundell) 	Michael Rosen's A-Z: The best children's poetry from Agard to Zephaniah (Michael Rosen) 	The Chronicles of Narnia: The Lion, The Witch and The Wardrobe (C.S. Lewis) 	How To Train Your Dragon (Cressida Cowell) 	The Wind in the Willows (Kenneth Grahame) 	Year 4 Reading Comprehension texts (Twinkl) One per week Mixture of fiction and non-fiction 
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