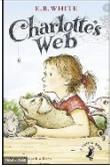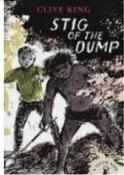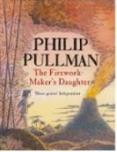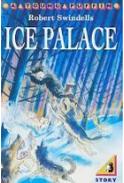# Reading Progression
Year 3 and 4

EYFS and KS1 Vocabulary	letter sound, letter name, diagraph, trigraph, phoneme, grapheme, decode/sight read, tricky word, syllable, rhyme, word, sentence, fiction, non-fiction, author, illustrator, blurb, character, title, page, prediction, punctuation (? ! , " ' …), contraction, prefix, suffix, word, sentence, phrase, vocabulary, expression, inference	
Year group	Year 3	Year 4
Key Vocabulary	Root words, prefixes, suffixes, common exception words, grapheme phoneme correspondences (GPCs), pronunciation, infer/inference/authorial intent, predict, summarise, identify, motive, intonation, tone, volume, action, vocabulary, plays, reference books, textbook, layout, structure, recount **GD** *Fluent/fluency, skim, scan, justify, refer back, evidence to support*	Fluent/fluency, skim, scan, justify, refer back, evidence to support, specific, in relation to, engage, impact, effect, Literary conventions, themes, deduce, organisational features, opinion **GD** *sources, bias, persuasive,* *audience, locate, precise, myths, legends*
Children will compare and contrast books from a similar genre from previous years, comparing language type, vocabulary, story structure, plots and characters. Whole class reading for mastery sessions x3 weekly.		
Phonics progression	I know that **phonics** is one strategy to help me read unfamiliar words and when phonic strategies will not help me. I know what a **root word** is and can use them to read and understand the meaning of unfamiliar words. I know what **prefixes** and **suffixes** are and how they change the meaning of a word. I know that some words may have a similar pronunciation but may be written differently. I use knowledge of unusual **phoneme/grapheme correspondences** to help me read unfamiliar words. I know that unfamiliar words can be read by using knowledge of similar words (**analogy**). I use analogy, drawing on the **pronunciation** of similar known words to read others. Phonics interventions in place depending on the needs of the children.	
Colour band books (available for 1:1 reading/home readers)	Brown Grey Dark Blue	
At Moorlands Primary School, children will over all 5 plagues of reading so that by the time that they reach Year 6 and beyond, they have a good understanding of all of them and are able to access the more complex book expected od them in secondary schools. The reading spine below only takes into account narratives (and some poetry) so a good balance of topic-appropriate non-fiction should also be read to help further develop children's background knowledge of the subject they are studying. ==The texts highlighted are covered in reading for mastery sessions.== All other texts are used as whole class readers for enjoyment		

Reading Progression
Year 3 and 4

Archaic		**Charlotte's Web** E.B White		**Stig of the dump** Clive King
Non-linear		**The Firework Makers Daughter** Phillip Pullman		**The Midnight Fox** Betsy Byars
Narratively complex		**The Worst Witch** Jill Murphy		**Ice Palace** Robert Swindalls **Fantastic Mr Fox** Roald Dahl
Symbolic		**The Iron Man** Ted Hughes		**Revolting Rhymes** Roald Dahl
Resistance				Cloud Busting Malorie Blackman
Other		Secret Garden The Lost Happy Endings		

Reading Progression
Year 3 and 4

Key comprehension skills	
Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read aloud independently, taking turns and listening to others. Explain how non-fiction books are structures in different ways and know how to use them effectively. Explain the different types of fiction books. Ask relevant questions about a text to get a better understanding. Make predictions on what might happen based on details given. Make inferences such as inferring characters' feelings, thoughts and motives for their actions. Use a dictionary to check the meaning of unfamiliar words. Identify the main point of the text. Explain how structure and presentation contribute to the meaning of the text. Use non-fiction texts to retrieve information. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. **GD** Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. Understand the meaning of new words through contextual cues. Skim and scan materials and note down key information Justify predictions by referring back to the story and selecting words/phrases to support my argument. Find evidence in the text to understand what a character is like. Make inferences about characters using evidence from the text/picture/video to support my thoughts.	Know which books to select for specific purposes, especially in relation to science, geography and history learning. Use a dictionary to check the meaning of unfamiliar words. Discuss and record words and phrases that writers use to engage and impact on the reader. Identify some of the literary conventions in different texts. Identify the (simple) themes in texts. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Explain the meaning of words in context. Ask relevant questions to improve my understanding of a text. Infer meanings and begin to justify them with evidence from the text. Predict what might happen from details stated and from the information I have deduced. Identify where a writer has used precise word choices for effect to impact on the reader. Identify some text type organisational features, for example, narrative, explanation and persuasion. Retrieve information from non-fiction texts. Build on others' ideas and opinions about a text in discussion. **GD** Discuss vocabulary used by the author to create effect. Draw inferences from characters feeling, thoughts and motives that justify their actions, supporting their views with evidence from the text. Justify predictions with evidence from the text. Locate and use information from a range of sources, including fiction and non-fiction. Show there is bias in persuasive writing, including articles and advertisements. Be aware of my audience when reading aloud: pause appropriately, give emphasis and keep the appropriate pace so I can entertain the reading and keep their interest.