

Reading: Year 3 and 4 National Curriculum Programme of Study Statements
Word reading:
I can apply my knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words I meet
I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Develop positive attitudes to reading and develop understanding of what has been read:
I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
I can read books that are structured in different ways and read for a range of purposes
I can use dictionaries to check the meaning of words I have read
I can read a wide range of books, including fairy stories, myths and legends and re-tell some of these orally
I can identify themes and conventions in a wide range of books
I can prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action
I can discuss words and phrases that capture the reader's interest and imagination
I can recognise different forms of poetry e.g. free verse, narrative poetry
Understand what they read independently in books:
I can check that the text makes sense, discussing my understanding and explain the meaning of words in context
I can ask questions to improve my understanding of a text
I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence
I can predict what might happen from details stated and implied
I can identify main ideas drawn from more than one paragraph and summarise these
I can identify how language, structure and presentation contribute to meaning
I can retrieve and record information from non-fiction
I can participate in discussion about books that are both read to me and those I can read for myself, taking turns and listening to what others say