National Curriculum Statutory Content Coverage

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.   NC: Pg 13

Y3 & Y4 additional National Curriculum statutory detail:

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Y3&4 Word Reading (WR) Pupils should be taught to:	Y3&4 Comprehension (Comp) Pupils should be taught to:	
1. 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; 2. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word; *Non-statutory* *At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].*	1. develop positive attitudes to reading and understanding of what they read by: a. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks b. reading books that are structured in different ways and reading for a range of purposes c. using dictionaries to check the meaning of words that they have read d. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally e. identifying themes and conventions in a wide range of books *(non-statutory: pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales)* f. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action g. discussing words and phrases that capture the reader's interest and imagination h. recognising some different forms of poetry [for example, free verse, narrative poetry]	2. understand what they read, in books they can read independently, by: a. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context b. asking questions to improve their understanding of a text c. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence d. predicting what might happen from details stated and implied e. identifying main ideas drawn from more than one paragraph and summarising these f. identifying how language, structure, and presentation contribute to meaning 3. retrieve and record information from non-fiction 4. 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. *Non-statutory* *Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.*

AUT1	WK1	WK2	WK3	WK4	WK5	WK6
Text	**Stone Age Boy**	Mango and Bambang	Wolves in The Wall	The First Drawing	How to look after a Hedgehog Poetry	**Iron Man**
Reading To Learn (non-fiction)	Everything Stone age to Iron age	DK find out Stone Age	Hair Raising Human Body Facts: the truth about teeth, stomach churning digestion	Stonehenge Mick Manning	You wouldn't want to be a mammoth hunter	You wouldn't want to be a mammoth hunter
Strategies						
Summarise	✓					✓
Predict		✓				✓
Clarify			✓	✓	✓	✓
Question			✓	✓	✓	✓
Vocabulary						
National Curriculum Coverage	All fiction texts will cover: 1a, 1b, 1g, 2a, 4 All non-fiction texts will cover: 3					
Word reading	All texts will allow children to: 1. 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; 2. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word					
Comprehension	1d: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 2e: identifying main ideas drawn from more than one paragraph and summarising these	2d: predicting what might happen from details stated and implied	2b: asking questions to improve their understanding of a text 2f: identifying how language, structure, and presentation contribute to meaning	2b: asking questions to improve their understanding of a text	1f: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	2c: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

AUT2	WK1	WK2	WK3	WK4	WK5	WK6
Text	**The Egyptian Cinderalla** Shirley Climo	Zombirella Joseph Coelho	Henry's Freedom Box Ellen Levine	The Phoenix of Persia Sally Pomme Clayton	Marcy and the Riddle of the Sphinx Joe Todd Stanton	The Mousehole Cat Antonia Barber
Reading To Learn (non-fiction)	The Secrets of The Nile by Lonely Planet for Kids	Hatshepsut - Fantastic Women from history	The Story of Tutankhamun by Patrick Cleverlend Peck	What's Inside a flower?	What's Inside a flower?	Meet the ancient Egyptians by James Davies
Strategies						
Summarise	✓			✓		✓
Predict			✓		✓	✓
Clarify		✓			✓	✓
Question		✓			✓	✓
Vocabulary						
National Curriculum Coverage	All fiction texts will cover: 1a, 1b, 1g, 2a, 4 All Reading To Learn texts will cover: 3					
Word reading	All texts will allow children to: 1. 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; 2. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word					
Comprehension Getting to Grips!	1d: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 2e: identifying main ideas drawn from more than one paragraph and summarising these	1e: identifying themes and conventions *(fairy tales)* in a wide range of books *(non-statutory: pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales)*	2d: predicting what might happen from details stated and **implied**	1d: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 2e: identifying main ideas drawn from more than one paragraph and summarising these	1c: using dictionaries to check the meaning of words that they have read portly, utterly, snuck, ventured 2d: predicting what might happen from details stated and **implied**	1c: using dictionaries to check the meaning of words that they have read 2c: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *Christmas Play 1f: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and acti*

SPR1	WK1	WK2	WK3	WK4	WK5	WK6
Text	The Midnight Hour Chapter Four Toolkit support	The Secret Lake Toolkit support	After The Fall PSHE - resilience	The Dark Science	Norse Myths History	**A Bad God's Guide to being good**
Reading To Learn (non-fiction)	Rivers: An incredible journey from source to sea	Step into science light	The History Detectives: Anglo Saxon	Curious Creatures Glowing In The Dark	Rivers: An incredible journey from source to sea	On a beam of light
Strategies						
Summarise	✓				✓	✓
Predict		✓			✓	✓
Clarify			✓	✓	✓	✓
Question			✓	✓	✓	✓
Vocabulary						
National Curriculum Coverage	All fiction texts will cover: 1a, 1b, 1g, 2a, 4 All Reading To Learn texts will cover: 3					
Word reading	All texts will allow children to: 1. 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; 2. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word					
Comprehension	1g. discussing words and phrases that capture the reader's interest and imagination 2e: identifying main ideas drawn from more than one paragraph and summarising these	2d: predicting what might happen from details stated and implied	1e: identifying themes *(resilience)* and conventions in a wide range of books *(non-statutory: pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales)*	2c: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	1c: using dictionaries to check the meaning of words that they have read portly, utterly, snuck, ventured 2d: predicting what might happen from details stated and **implied**	2c: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

SPR2	WK1	WK2	WK3	WK4	WK5	WK6
Text	**Charlie and The Chocolate Factory**	Leon and The Place In between Picture book	Podkin One Ear (opening chapter – character)	Leina and The Lord of The Toadstools Picture Book	Charlotte's Web (opening chapter)	Courage Out Loud Poetry
Reading To Learn (non-fiction)	Viking Voyagers	Viking voyagers	What's A Flower	Nature in a nutshell	Nature in a nutshell	
Strategies						
Summarise	✓	✓			✓	✓
Predict			✓	✓	✓	✓
Clarify		✓	✓		✓	✓
Question					✓	✓
Vocabulary						
National Curriculum Coverage	All fiction texts will cover: 1a, 1b, 1g, 2a, 4 All Reading To Learn texts will cover: 3					
Word reading	All texts will allow children to: 1. 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; 2. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word					
Comprehension	2.e. identifying main ideas drawn from more than one paragraph and summarising these	2.f. identifying how language, structure, and presentation contribute to meaning	2.c. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence d. predicting what might happen from details stated and **implied**	2c: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	2c: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	1.f. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

SUM1	WK1	WK2	WK3	WK4	WK5	WK6
Text	**Brightstorm**	Alien in a Jam Factory (Compare character to Brightstorm)	The Day I swapped My Dad for 2 goldfish	Courage Out Loud	**The Boy who lost His spark (support setting)** (Zone of relevance character)	Firefox (Compare themes)
Reading To Learn (non-fiction)	Fossil Hunter	Under your feet, soil, sand and everything underground	A pebble in my pocket	The Rock Factory	Under your feet, soil, sand and everything underground	The street beneath my feet
Strategies						
Summarise	✓			✓	✓	✓
Predict		✓	✓		✓	✓
Clarify	✓			✓	✓	✓
Question		✓	✓		✓	✓
Vocabulary						
National Curriculum Coverage	All fiction texts will cover: 1a, 1b, 1g, 2a, 4 All Reading To Learn texts will cover: 3					
Word reading	All texts will allow children to: 1. 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; 2. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word					
Comprehension	2.e. identifying main ideas drawn from more than one paragraph and summarising these 2.f. identifying how language, structure, and presentation contribute to meaning	2b: asking questions to improve their understanding of a text 2f: identifying how language, structure, and presentation contribute to meaning	2 d. predicting what might happen from details stated and **implied**	1.f. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	2.c. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	2.c. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 1e: identifying themes *(resilience)* and conventions in a wide range of books *(non-statutory: pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales)*

SUM1

Saving Sorya and the Sun bear; Nordic adventures; what's a flower

Brightstorm – SUM1 – compare to Charlie and the chocolate factory

The door

Tear thief Y2 T4W?

Planet Omar

Cloud Tea Monkeys – india

Watercress china

Sparky – sloth

The last tree

The tear thief

Aline jam in the factory

The day I swapped my dad for 2 goldfish

A necklace of raindrops Joan Aitken

The ermaid of Zennor

Weslandia

Heart and the bottle Y2 Oliver Jeffers

Tar beach

The fossil hunter

The last firefox

The last bear

The boy who lost his spark Maggie O'Farrell

The woman who turned children into birds – David Almon

Annie Lumsdan the girl from the sea

You can't kill snow hite Unruly books

Harodl Snipperpot's best disaster ever.

Chronicles of Narnia - classic

Whole Class Reading

Session One – Get the Gist 40 minutes	Session Two – Get to Grips 30 minutes	Session Three – Go solo 30 minutes	Session Four – Reading to Learn	Session Five – book club
Connect	**Echo read** chosen section if shorter than the whole text read	**Fluency Partner Read:** CH read it twice, each time feeding back to their partner on their ASP. **A**ccuracy **S**peed **P**rosody – the rise and fall of your voice		
Vocab **Model fluency:** CT reads text, modelling expert fluency CH track the text	**Fluency Partner Read:** CH read it twice, each time feeding back to their partner on their ASP. **A**ccuracy **S**peed **P**rosody – the rise and fall of your voice	**Performance read in pairs:** **A**ccuracy **S**peed **P**rosody – the rise and fall of your voice		
Model active reading: CT re-read the text interjected with TOL comprehension monitoring moments focused on summary – building a mental model of the text	**Get to grips:** Guided discussion of text using dialogic book talk working towards the main query – using summary, prediction clarifying and questioning strategies. Active participation with CH through TPS, whiteboards.	**Go solo:** CT model answering a similar query. CH answer the query.		
Get the gist: CH Summarise: who, what. Where, when		Reflect		

Example questions

	Rachel Clarke Primary English	Alison Philipson	Other
1e. identifying themes and conventions in a wide range of books *(non-statutory: pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales)* Example themes: love, courage, acceptance, resilience, betrayal, hope, war & peace, honesty, kindness, isolation. Conventions are specific to the text e.g. fairy tales, myths, non-fiction texts Link to blog on themes: What's the big idea? Identifying themes in texts — Primary English Education Consultancy			Did the story have a message for its readers? Why do you think the author would choose to write this book? Have you learned anything from this book? What are they trying t tell you through the book? What big ideas are there in the text? What is the writer suggesting about X? How is the theme of X presented within the text? What are the writer's views on X? What was the underlying theme of..? Can you find evidence that highlights the theme of…? Based on what you know so far, what theme do you think fits the book? What made you come to this conclusion? Based on what you know so far, what genre do you think fits the book? What made you come to this conclusion? What does the structure of the text/paragraph/sentence suggest? What are the parts or features of this text type? Which conventions of genre X has the writer used?
2a. checking that the text makes sense to them, discussing their understanding	What does this… word/phrase/sentence… tell you about… character/setting/mood etc?	What does (a phrase/word/group of words) mean ? Give the meaning of the word 'xxxx' in this sentence.	

and explaining the meaning of words in context	Highlight a key phrase or line. By writing a line in this way what effect has the author created? In the story, 'x' is mentioned a lot. Why? The writer uses words like … to describe …. What does this tell you about a character or setting? What other words/phrases could the author have used? The writer uses …words/phrases…to describe … How does this make you feel? How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc?	Find and copy two words from the poem/story that show that the 'frog was frightened' What does the word 'spat' suggest about how the island of Mauritius was formed ? Which word most closely matches the meaning of the word rival? Circle the correct option. What does the word . . . . mean in this sentence ? Find and copy/write one word/two words which tells/shows you . . . ? Which word in the text describes . . . ?	
2b: asking questions to improve their understanding of a text			Why did character x say that? Why did character x do that? Is that what character x really means? Does that link to what we already know? Why has the author included that word/ phrase/ character/ setting/ action? How has the character's feelings changed? Why? What impression do I have so far of the character?
2c: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	What makes you think that? Which words give you that impression? How do you feel about…? Can you explain why…? I wonder what the writer intended? I wonder why the writer decided to…? What do these words mean and why do you think the author chose them?	How do you know that . . . . was excited ? (link to what character says) Why was . . . . feeling worried ? Why did . . . . say/do . . . . ? Why did . . . . happen ? How did . . . . . feel when . . . . . ? True/false questions in a table – finding evidence across a text. How can you tell that . . . ? Find and copy a group of words that shows that . . . (do not accept longer quotations)/some are 2 mark questions – you have to explain and justify/some are fact and opinion statements	

		How do these words make the reader feel ? (read whole paragraph)/How does the first paragraph suggest that . . . ? (have to know the difference between paragraphs and text boxes) How can you tell that . . . ?	
2d: predicting what might happen from details stated and **implied**	Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story? Which other author handles time in this way; e.g. flashbacks; dreams? Which stories have openings like this? Do you think this story will develop in the same way? Why did the author choose this setting? Will that influence how the story develops? How is character X like someone you know? Do you think they will react in the same way?	Based on what you have read, what does the last paragraph suggest might happen next ? Use evidence from this paragraph to support your prediction (use the word 'implies' or suggests' in the answer) Which of these do you think the child is likely to say at the end of the outing ? (tick boxes)	
2e: identifying main ideas drawn from more than one paragraph and summarising these	What's the main point in this paragraph? Can you sum up what happens in these three/four/five… paragraphs? You've got 'x' words; sum up these paragraphs. Sort the information in these paragraphs. Do any of them deal with the same information? Make a table/chart to show the information in these paragraphs. Which is the most important point in these paragraphs? How many times is it mentioned?	What is the main message of the poem/paragraph/article ? – sometimes multiple choice/true or false. Below are some summaries of different paragraphs from this text. Number them 1 – 6 to show the order in which they appear in the text. The first one has been done for you. Which of the following would be the most suitable summary of the whole text/whole of page 5 ? (titles	
2f: identifying how language, structure, and presentation contribute to meaning	Explain a character's different/changing feelings throughout a story. How do you know? What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…? What is similar/different about two characters? Why is 'x' (character/setting/event) important in the story?		How did the author make this chapter/ paragraph a turning point in the story? What did the author want this sentence to show? How did the author contrast this sentence with the rest of the paragraph?

	What is the story (theme) underneath the story? Does this story have a moral or a message? Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information? How does the title/layout encourage you to read on/find information? Where does it tell you that…? Why has the writer written/organised the text in this way? In what ways do the illustrations support the instructions? How could these instructions/information/illustrations be improved? Who do you think this information is for? What does the word 'x' tell you about 'y'? Find two or three ways that the writer tells you 'x'. What does this… word/phrase/sentence… tell you about… character/setting/mood etc? Highlight a key phrase or line. By writing a line in this way what effect has the author created? In the story, 'x' is mentioned a lot. Why? The writer uses words like … to describe …. What does this tell you about a character or setting? What other words/phrases could the author have used? The writer uses …words/phrases…to describe … How does this make you feel? How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc? Has the writer been successful in their purpose or use of language? What do you think the writer meant by… 'x'? Which words do you think are most important? Why? Which words do you like the best? Why?		What did the author mean by xxxxxin this context? If we change/ remove xxxxx, how does this change the meaning of the sentence from the way the author intended? Why has that word been repeated? Why is that sentence so short?

	The author makes an action/description 'like' something else. Why? The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?		
3. retrieve and record information from non-fiction		Basic retrieval questions using the following question stems - What do/does . . . . do ? What happened when . . . ? Why was . . . ? Where did . . . ? What did . . . ? Which . . . ? Who . . . ? Where . . . ? When . . . ? How did . . . ? Why were . . ? (some may involve joining/ticking boxes/true or false tables/drawing lines). Write down three things that you are told about . . . Number these facts in the order in which they happen.	

Get To Grips: comprehension monitoring for coherence

- Model the process of monitoring comprehension when a text is more challenging in some way, including the re-reading of sentences or paragrpahs when required for understanding.
- Briefly teach children to self-question (including summarising and visualising) and then encourage independent use of this comprehension strategy in children's reading practice; ensure this is always undertaken in relation to reading content.
- Ensure that the teaching of this comprehension strategy is embedded in the ultimate purpose of reading – deriving meaning from texts chosen for their content.

The Art & Science of Teaching Primary Reading; C. Such; Pg 61

Example comprehension monitoring TOL moments:

- Does that make sense?
- Why did she do that?
- Why did he say that?

- How does this connect with the first part of the story?
- How does this information fit with what I have already read in this text?
- How does this information fit with what I already know about this text?
- Does the structure of the text help support comprehension?
- What does this word mean/ tell me? Are there clues to help me?
-