

# Year 3/4 Reading workshop

October 2023

---



At Dilkes Academy, we focus on  
3 aspects of reading:

- Decoding
- Comprehension
- Attitude

Reading is taught during daily guided reading sessions and a weekly reading comprehension session.

Children who are still not confident with their phonic knowledge have interventions to help them develop their skills.

# End of year expectations - Year 3

## Decoding:

- I can read further exception words, noting the unusual correspondences between spelling and sound.
  - I can read a range of fiction and non-fiction texts without support.
  - I can use prefixes, suffixes and verb endings to help me understand the meaning of words.
  - I understand what the apostrophe does in words like don't and can't and can pronounce them correctly.
  - I can use what I've read to work out the meaning of new words.
  - I read aloud with expression.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

# End of year expectations - Year 3

## Comprehension:

- I can read and discuss a range of fiction, poetry, plays, and non-fiction texts.
  - I can make predictions based on reading books by the same author or on a similar theme.
  - I understand the features of page layout in non-fiction texts such as titles, subheadings, labels, diagrams and charts and read them in appropriate ways and explain their contribution.
  - I can describe the main differences between fiction and non-fiction texts.
  - I know the difference between a story and a play script and change the way I read them.
  - I use my knowledge of the alphabet to locate books and information.
  - I can choose suitable books for the task I have been set, for example an atlas for maps.
  - I understand all of the main points of the story and can retell them.
  - I can identify the main points in a non-fiction text and can summarise what I've read.
  - I can read a text carefully to locate specific information.
  - I can make a sensible prediction about what will happen in a story and to different characters.
  - I am starting to use evidence from the text to explain how characters behave or how they might behave.
  - I recognise similarities in plots or characters in different stories.
  - I can ask relevant questions to get a better understanding of a text.
  - I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
  - I can use a dictionary to check the meaning of unfamiliar words.
  - I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

# End of year expectations - Year 3

## Attitude:

- I can read silently with sustained concentration.
  - I can use my knowledge of authors and types of books to make choices about what to read.
- I can contribute to a group discussion about books

## End of year expectations - Year 4

### Decoding:

I can use knowledge of word formation and a wide range of prefixes and suffixes to understand the meaning of words in context.

# End of year expectations - Year 4

## Comprehension:

- I use my knowledge of the structure of non-chronological reports and explanations to make predictions.
  - I can identify the features of some text types. eg. newspaper reports, non-chronological reports and ICT texts.
  - I can extract information from non-fiction texts using the contents, index, chapters, headings and glossary.
  - I can read ahead to determine direction and meaning in a story.
  - I can use skimming and scanning strategies to locate information.
  - I am starting to find meaning beyond what it says in the text, for example how impressions of people are shown through the choice of detail and language.
  - I can discuss the effectiveness of language used to create a particular effect.
  - I understand how suspense is built up in a story including the development of the plot.
  - I can infer meanings and begin to justify them with evidence from the text.
- I can build on others' ideas and opinions about a text in discussion

# End of year expectations - Year 4

## Attitude:

- I can read longer texts with sustained concentration.
  - I am starting to read aloud to an audience with some confidence with a chosen type of text.
- I am happy to widen my reading experience based on recommendations from others.

Comprehension is the key skill that is developed in Years 3 and 4

Different types of question:

Retrieval

Inference

Language use

Word meaning

Structure and organisation

When Tim drew back his sitting-room curtains, he saw the ruined flowerbeds and he was furious.

'Oh! Not again!' Mary said when he went into the kitchen and told her.

Tim set off to speak to Mr. Jackson about the flock getting out and doing more damage.

'This time,' Tim thought, 'I shall ask him to tidy it all up and pay for new plants.'

Retrieval: What did Tim do in the sitting-room?

Inference: What sort of creature walked on the flowers?

Language: Which word shows that Tim is angry?

Word meaning: Find a word that means damaged.

Organisation: Why did the author use exclamation marks in the second sentence?



Things that you can do to support your child's reading development.

- Listen to your child read
- Read to your child (model good reading skills)
- Ask retrieval, inference and words in context questions.

Any questions?