



Sudbury Primary School Curriculum Overview for Lower Key Stage 2 2016-17 : Reading Long Term Plan for progression

National Curriculum objectives for Years 3 and 4 have been organised into a teaching sequence which is focused on progression and coverage of skills. The majority of objectives need to be taught within a range of text types so that pupils understand the differences of vocabulary/text structure between fiction and non-fiction texts and between genres. Therefore objectives will be taught within one term and then repeated within a different context. Inference and deduction skills should be embedded throughout their reading sessions.

	Year 3	Year 4
Autumn 1 Use the first half term to reinforce/introduce and embed key reading skills which will be required throughout the rest of the	4. Draws inference such as inferring a character's feelings, thoughts and motive from their actions. 5. Most obvious points of a text are identified. 6. Predict what might happen from details stated and implied. 7. Asks questions to improve their understanding of a text (questions are relevant and with focus). <i>Will need to be revisited for different text types.</i> 16. Can orally retell stories they are familiar with including fairy stories, myths and legends.	1. Relevant points are identified from the text. 2. Draws main ideas from more than one paragraph and can then summarise these ideas. 3. Comments made are supported by a relevant textual reference or quotation. 4. Inference is made and justified with evidence from the text. 5. Well considered prediction is made and justified through details that are stated and implied. <i>Will need to be revisited for different text types.</i>
Autumn 2 Narrative text study required to meet objectives.	10. Is able to identify words and phrases which capture the reader's interest and imagination. 11. Is able to identify a writer's use of adjectives to create description. <i>While teaching above objectives, pupils should be given opportunity to practise those learnt in first half term.</i> 17. Can identify similarities in plot lines, between characters and books. 18. Recognition of some features of the context of texts.	8. Identifies how language contributes to meaning within text. <i>While teaching above objectives, pupils should be given opportunity to practise those learnt in first half term.</i> 7. Recognises some different forms of poetry (free verse, narrative poetry). <i>This objective will be re-visited at points throughout year as different forms of poetry are visited. These can be in short one week blocks.</i> 12. Identifies themes and conventions in a wide range of books. 13. Awareness that books are set in different times and places.
Spring 1 Texts which include viewpoint will need to be used to support learning.	14. Is able to express a personal response to a text. 15. Is able to comment on the writer's likes and dislikes. <i>Pupils can express their personal response to narrative texts. More obvious viewpoints will be required for pupils to be able to identify writer's likes and dislikes.</i>	9. Comments made show awareness of writer's viewpoint. 11. Comments made on the overall effect of the reader. 7. Recognises some different forms of poetry (free verse, narrative poetry). <i>This objective will be re-visited at points throughout year as different forms of poetry are visited. These can be in short one week blocks.</i>



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Spring 2	12. Can identify the purpose of a number of non-fiction texts. 9. Can identify the main idea of a text by drawing information from more than one paragraph.	10. Main purpose of a range of text types are identified. <i>This should include and focus on narrative writing in particular.</i> 6. Identifies how structure and presentation contribute to meaning. 7. Recognises some different forms of poetry (free verse, narrative poetry). <i>This objective will be re-visited at points throughout year as different forms of poetry are visited. These can be in short one week blocks.</i>
Summer 1	The Summer Term should be spent providing pupils with the opportunities to use and develop the skills they have been taught, as well as recap any of those which they had difficulty with initially or are not using correctly in their independent work. If any of the <i>ongoing</i> skills have not been covered, opportunity should also be provided for that direct teaching here.	
Summer 2	<i>Once objectives have been taught, they should be recapped whenever the opportunity arises to ensure that pupils are able to use each reading skill within a range of contexts.</i> 1. Applies knowledge of root words, prefixes and suffixes to read and understand new words they meet. 2. Reads further exception words, noting the unusual correspondence between spelling and sound and can identify where these occur in the word. 3. Can use a dictionary to check the meaning of words they have read. 8. Checks that a text makes sense and is able to discuss their understanding. 13. Selects appropriate tone and volume when reading different types of texts, depending on purpose and desired effect on listener. <i>These objectives (Y3) should be embedded throughout all learning.</i>	



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<p>Ongoing</p>	<p>1. Note, develop and research ideas. 2. Plan, draft, write, edit and improve. 3. Audience and purpose are considered and the appropriate form is used, though might not be consistent. 4. Main features of selected form are clear and appropriate to purpose. 5. Style is generally appropriate to task-is beginning to use formal tone in appropriate circumstances. (not always maintained) 30. Perform compositions, using appropriate intonation and volume. 22. Write fluently and legibly with a personal style. 29. Use and understand grammatical terminology when discussing writing and reading: <ul style="list-style-type: none">• relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity: <i>will learn as taught above in most cases</i> <i>All of above are applicable to a range of writing styles and purposes and pupils need to demonstrate they are capable of writing in the correct style and tone for each, addressing each different audience in an appropriate way.</i></p>	<p>1. Note, develop and research ideas. 2. Plan, draft, write, edit and improve. 3. Uses the correct tone for formal and informal writing consistently (with sentence structures which support this): <i>will find easier after teaching in Spring 1 No. 21</i> 4. Audience and purpose are considered and the appropriate form is used consistently. 5. Appropriate features are used for chosen text type. 12. Longer passages are condensed to become more precise. 24. Write fluently and legibly with a personal style. (Personal style more developed and consistent to Year 5, even when writing at a quicker pace) 33. Use and understand grammatical terminology when discussing writing and reading: <ul style="list-style-type: none">• active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points: <i>will learn as taught above in most cases</i> 34. Perform compositions with developed confidence, using appropriate intonation and volume. <i>All of above are applicable to a range of writing styles and purposes and pupils need to demonstrate they are capable of writing in the correct style and tone for each, addressing each different audience in an appropriate way.</i></p>
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<p>Spellings – ongoing.</p>	<p>23. Use further prefixes and suffixes and understand the guidance for using them. 24. Spell some words with silent letters (knight, psalm solemn). 25. Use the first three/four letters of a word to check the spelling or meaning of the word in a dictionary. 26. Use a thesaurus.</p>	<p>25. Continue to distinguish between homophones and other words which are often confused (synonyms and antonyms- big, large, little). 26. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learn specifically (see list). 27. Use the first three/four letters of a word to check the spelling or meaning of the word in a dictionary. 28. Use a thesaurus.</p>
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