



Year 3 / 4 Reading Concept Map

Reading Key Concepts			
Read words accurately		Understand texts	
Read words accurately	<ul style="list-style-type: none">• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.• Read further exception words*, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
	Understand texts	Develop positive attitudes to reading and understanding of what they read: <ul style="list-style-type: none">• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.• Read books that are structured in different ways and read for a range of purposes.• Use dictionaries to check the meaning of words that they have read.• Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.	Understand what they read, in books they can read independently: <ul style="list-style-type: none">• Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.• Ask questions to improve their understanding of a text.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.• Predict what might happen from details stated and implied.

	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books, including recurring themes and elements of different stories. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discuss words and phrases that capture the reader's interest and imagination. Recognise some different forms of poetry (e.g. free verse, narrative poetry). 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure, and presentation contribute to meaning. Explain and discuss understanding of reading, maintaining focus on the topic. 	
Reading Domains		Common Exception Words	
<ul style="list-style-type: none"> 2a - give / explain the meaning of words in context. 2b - retrieve and record information / identify key details from fiction and non-fiction. 2c - summarise main ideas from more than one paragraph. 2d - make inferences from the text / explain and justify inferences with evidence from the text. 2e - predict what might happen from details stated and implied. 2f - identify/explain how information/ narrative content is related and contributes to meaning as a whole. 2g - identify / explain how meaning is enhanced through choice of words and phrases. 2h - make comparisons within the text. 		<p>accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women</p>	