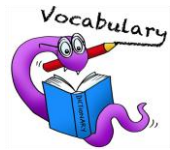




Reading - The Oakridge Way



Year 3

1. To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 😊😊😊
2. To discuss authors' choice of words and phrases for effect. 😊😊😊
3. Use dictionaries to check the meaning of words that they have read. 😊😊😊
4. Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. 😊😊😊
5. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage. 😊😊😊

Year 4

6. Discuss vocabulary used to capture readers' interest and imagination. 😊😊😊
7. Use dictionaries to check the meaning of words that they have read. 😊😊😊
8. Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading. 😊😊😊



Year 3

1. To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. 😊😊😊

Year 4

2. To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. 😊😊😊

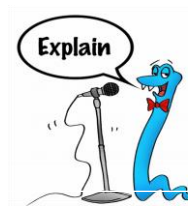


Year 3

1. To justify predictions using evidence from the text. 😊😊😊
2. Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading. 😊😊😊

Year 4

3. To predict what might happen from details stated and implied. 😊😊😊
4. Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on. 😊😊😊



Year 3 and 4

1. Engaging in 'book talk' to 'build the field' e.g. front cover, tell me grid, historical and geographical understanding of context before every key reading text. 😊😊😊
2. Beginning to compile 'active listening' notes during listening to reading, discussions, looking at pictures or videos relevant to the text. 😊😊😊
3. Identifying and discussing themes in a wide range of books, both those read to them and those they can read to themselves. 😊😊😊
4. Read a wide range of quality texts from across the curriculum. 😊😊😊

NON FICTION

Retrieve and record information from non-fiction texts

Year 3

1. Take information from diagrams, flow charts and forms where it is presented graphically. 😊😊😊
2. Express and record their understanding of information orally, using simple graphics, or in writing. 😊😊😊

Year 4

3. Pick out key sentences and phrases that convey important information. 😊😊😊
4. Take information from diagrams, flow charts and forms where it is presented graphically. 😊😊😊
5. Collect information from different sources and present it in a simple format, e.g. chart, poster, diagram. 😊😊😊

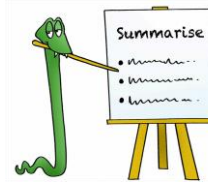


Year 3

1. Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). 😊😊😊
2. Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics or in writing. 😊😊😊

Year 4

3. Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. 😊😊😊
4. Pick out key sentences and phrases that convey important information. 😊😊😊
5. Take information from diagrams, flow charts and forms where it is presented graphically. 😊😊😊



Year 3

1. Retell main points of a story in sequence. 😊😊😊
2. Beginning to summarise main ideas. 😊😊😊
3. Summarise a sentence or paragraphs by identifying the most important elements. 😊😊😊
4. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated. 😊😊😊

Year 4

5. Summarise a sentence or paragraphs by identifying the most important elements. 😊😊😊
6. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated. 😊😊😊

Decode

1. Apply phonic knowledge and skills as a route to decode words until automatic decoding has become imbedded and reading is fluent. 😊😊😊
2. Apply growing knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of a new word. 😊😊😊



Reading - The Oakridge Way

Book Discussion

Year 3

1. Discuss why they like particular books or authors with others, giving reasons ☺☺☺

Year 4

2. Describe and review their own reading habits ☺☺☺

Ask questions to improve their understanding

Year 3

1. Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand. ☺☺☺

Year 4

2. Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text ☺☺☺

Identify main ideas and themes

Year 3

1. Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. ☺☺☺
2. Discuss how characters' feelings, behaviour and relationships change over a text. ☺☺☺

Year 4

3. Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. ☺☺☺
4. Link cause and effect in narratives and recounts. ☺☺☺
5. Explain how ideas are developed in non-fiction texts. ☺☺☺

Dictionary

Year 3

1. Locate words in a dictionary by the first two letters. ☺☺☺
2. Know the quartiles of the dictionary. ☺☺☺

Year 4

3. Locate words in a dictionary by the third and fourth place letters. ☺☺☺
4. Use the quartiles of the dictionary efficiently to locate words quickly. ☺☺☺

Make comparisons within and across texts

Year 3

1. Make comparisons between events in narrative or information texts on the same topic or theme. ☺☺☺
2. Compare and contrast writing by the same author. ☺☺☺

Year 4

3. Collect information to compare and contrast events, characters or ideas. ☺☺☺
4. Compare and contrast books and poems on similar themes. ☺☺☺

How structure and presentation contribute to meaning

Year 3

1. Investigate the features of traditional stories - openings and endings, how events and new characters are introduced, how problems are resolved ☺☺☺
2. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. ☺☺☺
3. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout. ☺☺☺

Year 4

4. Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. ☺☺☺
5. Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently. ☺☺☺
6. Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively. ☺☺☺

Skim and Scan

Year 3

1. Skim opening sentences of each paragraph to get an overview of a page or section of text. ☺☺☺
2. Scan contents, indexes and pages to locate specific information accurately. ☺☺☺
3. Identify sections of a text that they need to read carefully in order to find specific information or answer a question ☺☺☺

Year 4

4. Skim read a text to get an overview of it, scan for key words, phrases and headings. ☺☺☺
5. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text. ☺☺☺