







<p>Vocabulary Victor</p> 	<p>Rex Retriever</p> 	<p>Summary Suki</p> 	<p>Inference Iggy</p> 	<p>Predicting Pip</p> 	<p>Cassie the Commentator</p> 
<p>KS2 Reading Assessment Strands</p>					
<p>2a: Give/explain the meanings of words in context.</p> <p>2g: Identify how meaning is enhanced through choice of words/phrases.</p>	<p>2b: Retrieve and record information/ identify key details from fiction and non-fiction.</p>	<p>2c: Summarise main ideas from more than one paragraph.</p>	<p>2d: Make inferences from the text/explain and justify inferences with evidence from the text.</p>	<p>2e: Predict what might happen from details stated and implied.</p>	<p>2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.</p>
<p>Vocabulary Victor will help you to work out the meaning of words you don't know by looking at the words in context. He will also help you to spot examples of ambitious vocabulary and figurative language and how they give a certain meaning to the text.</p>	<p>Rex Retriever helps you to find key pieces of information, the answer you are looking for will be in the text, you just need to retrieve it.</p>	<p>Summary Suki helps you sum up the main points in a text. First, you must be able to sequence events in the text and then retell this by picking out the key points that are most important.</p>	<p>Inference Iggy helps you to pick up ideas from the text that are not always written in the text itself. You have to be a reading detective and hunt for clues in a text about how someone might be feeling or why something is happening.</p>	<p>Predicting Pip helps you to try to make a logical and reasonable guesses about what could happen next.</p>	<p>Cassie the commentator helps you to comment on events or characters in the text. She also helps us to see the bigger picture including key themes or connections throughout the text.</p>

Lilleshall Primary School Reading KS2

Year Group: 3 and 4

<p>I am beginning to understand figurative language including similes and alliteration.</p> <p>I can distinguish shades of meaning among related words. (small, subtle differences between words e.g. happy and ecstatic)</p> <p>I can understand age-appropriate, academic vocabulary.</p> <p>I can use dictionaries to check the meaning of words that I have read.</p> <p>I can discuss words and phrases that capture the reader's interest and imagination.</p> <p>I can explain the meaning of words in context.</p>	<p>I can retrieve, record and present information from fiction and non-fiction texts.</p> <p>I can identify how language, structure and presentation contribute to meaning of a text.</p> <p>In using non-fiction, I know what information I need to look for before beginning.</p> <p>I can locate information using the contents pages and indexes in non-fiction texts.</p>	<p>I can sequence events in a story including more complex/longer texts.</p> <p>I can identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.</p> <p>I can ask questions to improve understanding of the text.</p>	<p>I can predict what might happen from details stated and implied.</p>	<p>I can justify my views about what I have read (with support in Year 3)</p> <p>I can recognise key themes in a range of texts.</p> <p>I can identify what genre a text is.</p>
<p>Learning focuses related to each reading strand.</p>					

The following objectives are taught consistently in Reading lessons and across the curriculum:

Developing Competent Readers & Creating Positive Reading Attitudes
<ul style="list-style-type: none">✓ Develop vocabulary and the breadth and depth of pupils' reading meeting a range of new books and authors.✓ Develop understanding and enjoyment of a range of fiction and non-fiction texts.✓ Increase familiarity with a wide range of books, including fairy stories, myths and legends.✓ Have opportunities to listen to texts being read aloud frequently including whole books.✓ Learn to read silently.✓ Develop knowledge and skills in reading non-fiction about a wide range of subjects.✓ Write down ideas with a reasonable degree of accuracy and good sentence punctuation.✓ Read books that are structured in different ways and read for a range of purposes.✓ Participate in discussion about both books that are read to them and those they can read for themselves.✓ Learn the conventions of different types of writing (e.g. presentational devices in non-fiction, diary in 1st person)✓ Pupils should have guidance about the kinds of explanations and questions that are expected from them and evaluate rules for effective discussion.
Performance/Poetry
<ul style="list-style-type: none">✓ Develop skills in spoken language including through drama, presentations and debate.✓ Listen to and discuss a wide range of poetry and plays developing understanding and enjoyment.✓ Recognise some different forms of poetry.✓ Read, re-read and rehearse poems and plays for presentation and performance.✓ Use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.✓ Retell key stories orally (including fairy stories and myths and legends).

Important Teaching Notes for Lower Key Stage 2:

- Pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme to catch up rapidly with peers.
- All pupils should be exposed to Year 3/4 appropriate texts, vocabulary and discussion regardless of reading ability.
- Teaching comprehension should be taking precedence over teaching word reading directly and all pupils should take part.
- Any focus on word reading should support the development of vocabulary.