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<b>Year 3/4</b>	
<b>Word Reading</b>	
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English 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	
<b>Comprehension</b>	
develop positive attitudes to reading and understanding of what they read by:	
listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	
reading books that are structured in different ways and reading for a range of purposes	
using dictionaries to check the meaning of words that they have read	
increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	
identifying themes and conventions in a wide range of books	
preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	
discussing words and phrases that capture the reader's interest and imagination	
recognising some different forms of poetry [for example, free verse, narrative poetry]	
understand what they read, in books they can read independently, by:	
checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	
asking questions to improve their understanding of a text	
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	
predicting what might happen from details stated and implied	
identifying main ideas drawn from more than one paragraph and summarising these	
identifying how language, structure, and presentation contribute to meaning	
retrieve and record information from non-fiction	
participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	

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