



## National Curriculum Key Stage Two - Year 3 and Year 4

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

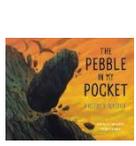
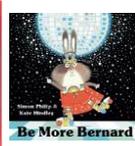


# Year 3 Reading Spine

## Year 3

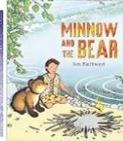
### Autumn 1

Key themes: overcoming obstacles, resilience, earthquakes



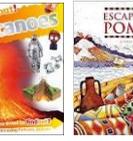
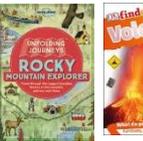
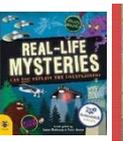
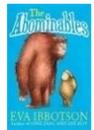
### Autumn 2

Key themes: settlers, pre-historic influencers, great times of change



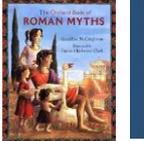
### Spring 1

Key themes: mysteries, explorers, adventures, volcanic eruptions, festivals



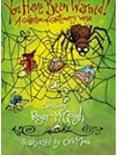
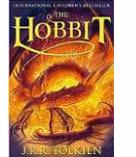
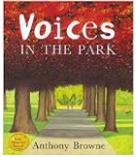
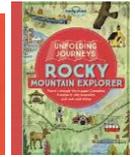
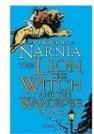
### Spring 2

Key themes: invaders, great times of change



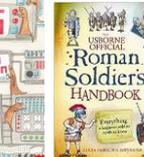
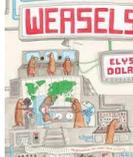
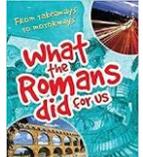
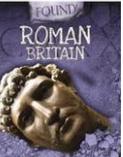
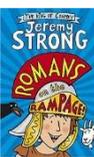
### Summer 1

Key themes: darkness, light, exploration



### Summer 2

Key themes: invaders, settlers, struggles, protection



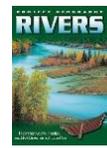
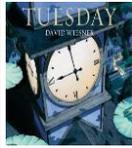


# Year 4 Reading Spine

## Year 4

### Autumn 1

Key themes: water, journeys, courage, kindness



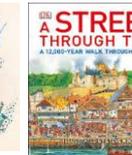
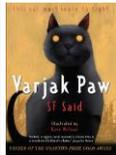
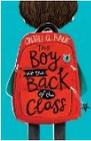
### Autumn 2

Key themes: ancient civilisations, adventures, discoveries, Christmas



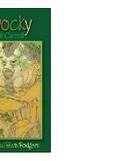
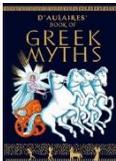
### Spring 1

Key themes: Movement, displacement, refugees



### Spring 2

Key themes: myths and legends



### Summer 1

Key themes: fairy tales and fantasy



### Summer 2

Key themes: Gods and mortals, ancient civilisations

