

Superhero	Related Key Learning
<p><b><u>Retrieving Rita</u></b></p> 	<ul style="list-style-type: none"> <li>• Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i></li> <li>• Using point and evidence to structure and justify responses.</li> <li>• Navigating texts in print and on screen.</li> </ul>
<p><b><u>Author's choice Aubrey</u></b></p> 	<ul style="list-style-type: none"> <li>• Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times.</i></li> <li>• Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination.</li> <li>• Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul>
<p><b><u>Vocabulary Vera</u></b></p> 	<ul style="list-style-type: none"> <li>• Listening to and discussing a range of fiction, poetry, plays, non-fiction.</li> <li>• Regularly listening to whole novels read aloud by the teacher.</li> <li>• Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion.</li> <li>• Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference.</i></li> <li>• Using dictionaries to check meanings of words they have read.</li> <li>• Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination.</li> <li>• Explaining the meaning of unfamiliar words by using the context</li> <li>• Use knowledge of root words to understand meanings of words.</li> <li>• Use prefixes to understand meanings e.g. <i>un-, dis-, -mis-, re-</i>.</li> <li>• Use suffixes to understand meanings e.g. <i>-ation, -ous.</i></li> <li>• Read and understand meaning of words on Y3/4 word list – see bottom.</li> </ul>
<p><b><u>Summarising Sid</u></b></p> 	<ul style="list-style-type: none"> <li>• Sequencing and discussing the main events in stories.</li> <li>• Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales, Rudyard Kipling Just So Stories.</i></li> <li>• Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i></li> <li>• Identifying a key idea in a paragraph.</li> <li>• Quickly appraising a text to evaluate usefulness.</li> <li>• Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</li> </ul>

<p><b><u>Inferring Izzy</u></b></p> 	<ul style="list-style-type: none"> <li>• Making predictions based on details stated</li> <li>• Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i></li> <li>• Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text</li> </ul>
<p><b><u>Explaining Eric</u></b></p> 	<ul style="list-style-type: none"> <li>• Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc.</i></li> <li>• Discussing their understanding of the text</li> <li>• Using point and evidence to structure and justify responses.</li> <li>• Discussing the purpose of paragraphs.</li> </ul> <p>Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i></p>

- Recognising some different forms of poetry e.g. *narrative, free verse.*
- Developing and agreeing on rules for effective discussion.
- Making and responding to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*
- Use intonation, tone and volume when reading aloud.
- Take note of punctuation when reading aloud