

Year 3 /4 Guided Reading overview 2026- 2027

Ongoing: 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

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
The heart and the Bottle By Oliver Jeffers Ask questions to improve their understanding of a text (Comprehension- clarify) Discuss words and phrases that capture the reader's interest and imagination (Comprehension- respond and explain) Locate and retrieve information using skimming, scanning and text marking comprehension select and retrieve Between Tick and Tock By Louise Greig Predict what might happen from details stated and implied (Inference)	A street through time Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally (themes and conventions) Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text (Comprehension- summarise) Identify features that characterise books set in different cultures or historical settings (themes and conventions) Billy and the Minipins- Roald Dahl Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions,	Voices in the Park Anthony Browne Predict what might happen from details stated and implied (Inference) Identify themes and conventions in a wide range of books (themes and conventions) Use specific vocabulary, and ideas expressed in the text, to support own responses (comprehension- respond ad explain)) So You Think You've Got It Bad: A Kid's Life in Ancient Egypt R\etrieve and record information from non-fiction comprehension select and retrieve Begin to recognise fact and opinion comprehension select and retrieve	The Butterfly Lion Can explore and discuss underlying themes and ideas (themes and conventions) Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions (Inference) Locate and retrieve information using skimming, scanning and text marking comprehension select and retrieve Poetry A First Book of Animals Recognise some different forms of poetry [for example, free verse, narrative poetry] (themes and conventions)	George's marvellous medicine Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them language for effect) Justify inferences with evidence (Inference) Show understanding of the main points drawn from more than one paragraph (Comprehension- summarise) Michael Rosen Chocolate Cake- Poetry Can explore and discuss underlying themes and ideas (themes and conventions) Show understanding through intonation, tone, volume and action when	Wild Robot Justify inferences with evidence (Inference) Show understanding of the main points drawn from more than one paragraph (Comprehension- summarise) Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions (Inference)

Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader (language for effect) Discuss the effect of specific language on the reader (language for effect) 24 hours in the Stone Age Read books that are structured in different ways and show some awareness of the various purposes for reading (themes and conventions) Identify how language, structure and presentation contribute to meaning language for effect	and justifying inferences with evidence (inference) Begin to use vocabulary from the text to support responses and explanations (comprehension- respond and explain) Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in content (comprehension-clarify)	Show understanding of the main points drawn from more than one paragraph Comprehension- summarise	Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them language for effect) Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum) language for effect)	performing poems and playscripts (Language for effect) <i>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action."</i> Learning Poems by Heart: The curriculum requires Lower Key Stage 2 pupils to be "recognising some different forms of poetry	
Key focus statements are shown. Other reading statements and associated strategies will be covered in response to the demands of the text and gaps in pupil understanding.					

