

National Curriculum coverage: Years 3 and 4

The chart below shows how the content and approach of Little Wandle Fluency fulfils the relevant requirements of the National Curriculum for Reading (2014) in Years 3 and 4. In addition to the Reading requirements shown, Little Wandle Fluency also supports the requirements for Spoken Language, creating a supportive environment for children to listen attentively and respond appropriately throughout each reading session.

National Curriculum for English: Years 3 and 4	Little Wandle Fluency
Reading – word reading	
<p>Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Little Wandle Fluency supports the development of word reading skills by:</p> <ul style="list-style-type: none"> • offering books that are specially written to gradually develop children’s reading stamina and fluency/reading speed, moving from 100% decodable texts at Fluency 1 to 5, to books that are not phonically restricted at Fluency 6 to 10 • ensuring that the vocabulary in the books includes words of varying length and complexity, and supporting children to use syllabification techniques to read longer words, and words with common suffixes and prefixes • reinforcing the reading of common exception words, explicitly teaching prosody so that children learn to read aloud at an appropriate pace and with appropriate expression to show understanding and engage the listener.

National Curriculum for English: Years 3 and 4	Little Wandle Fluency
Reading – comprehension	
<p>Statutory requirements Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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. 	<p>Little Wandle Fluency supports the development of comprehension skills by:</p> <p>1) fostering enjoyment and motivation, acquisition of vocabulary and increased understanding by:</p> <ul style="list-style-type: none"> • providing many opportunities for children to listen to and enjoy books and stories, in and beyond the reading lessons, including recommending book choices from the wider world of children’s literature • presenting children with fiction and non-fiction books of many different types, which are structured in different ways for different reading purposes • offering books that are based on or related to traditional stories and tales, developing and extending the ideas found in those stories • giving many opportunities to read aloud, including specific instruction about how to convey understanding to the listener using tone, expression and actions • including books which use language in a fresh and exciting way and contain some literary language at an appropriate level • introducing new vocabulary and giving children chances to use it in age-appropriate ways, showing their understanding of the words. <p>2) supporting children’s understanding of books by:</p> <ul style="list-style-type: none"> • providing books and teaching materials that are relevant to children’s lives and interests, and always supporting children to understand any contexts that may not be familiar • encouraging children to think about the accuracy of their reading and self-correct where necessary: building in opportunities within every reading session to talk about the book and ask their own questions about it as well as answering questions, including making increasingly sophisticated inferences about characters or about information given, and making sensible predictions about what might come next • offering opportunities to talk about the detail of the text, identifying and discussing the main ideas, structure and presentation • giving numerous opportunities to discuss non-fiction books and retrieve and use information from them • encouraging discussion, good listening and engagement at all points in the reading lesson and beyond.