

Year 3 READING

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> • I know that phonics is one strategy to help me read unfamiliar words. • I know when phonic strategies will help me to read a word and when they will not. • I know what a root word is. • I understand how to use a root word to help me read unfamiliar words. • I use root words to help me read unfamiliar words. • I use root words to help me understand the meaning of unfamiliar words. • I know what prefixes and suffixes are. • I understand how prefixes and suffixes can change the meaning of a word. • Use prefixes and suffixes to read unfamiliar words. • Use prefixes and suffixes to understand the meaning of unfamiliar words. 	<ul style="list-style-type: none"> • I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I know that some words may have a similar pronunciation but may be written differently. • I know that some of these are unusual. • I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. • I know that unfamiliar words can be read by using knowledge known similar words (analogy). 	<ul style="list-style-type: none"> • I use analogy drawing on the pronunciation of similar known words to read others.
Reading for	<ul style="list-style-type: none"> • I know that there are different 	<ul style="list-style-type: none"> • I understand that narratives can 	<ul style="list-style-type: none"> • I recognise the literary language

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Pleasure	<p>kinds of narrative stories.</p> <ul style="list-style-type: none"> • I understand that a sequence of events in a narrative is called the plot. • I can identify the plot in a narrative. • I use a dictionary to check or find the meaning of new words. • I know that there are different kinds of non-fiction books. • I know that non-fiction books are structured in different ways. • I know how to use a non-fiction book to find identified information. • I identify any words that are unfamiliar. 	<p>have differently structured plots.</p> <ul style="list-style-type: none"> • I can talk about the different plot structures in genres read. • I know that different kinds of narratives are written with different language. • I know that writers choose words and language to create an effect on the reader. • I can find effective words and language in reading that writers have used to create effects. • I discuss a range of narrative stories and their similarities and differences. • I can choose books for specific purposes. • I discuss the meaning of unfamiliar words identified. 	<p>typical of narrative genres read.</p> <ul style="list-style-type: none"> • I recognise words and language that show the setting of a book – historical, cultural or social. • I can explain why a writer makes choices about words and language used. • I can discuss meaning of specific or unusual words used by authors to create effects. • I can explain why a writer has chosen specific words and language. • I can record words and language from reading to use in my own writing. • I make connections between books written by the same author. • I re-tell some of stories written by the same author by heart.
Reading for Pleasure - Poetry	<ul style="list-style-type: none"> • I know that there are different forms of poetry. • I recognise and name different types of poems which have been introduced. • I know that words and language in poems create effects. 	<ul style="list-style-type: none"> • I can discuss the meaning of words and language in poems. • I understand that there can be more than one interpretation of a poem. • I understand that the meaning of poems can be enhanced through performance. • I watch performances of poems. 	<ul style="list-style-type: none"> • I discuss how the meaning is enhanced through performance. • I identify that intonation, tone, volume and action can be used to enhance meaning. • I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

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Reading Accurately, with fluency and with understanding	<ul style="list-style-type: none"> • I understand that any book read must be meaningful. • I check understanding in any book or text that I read. • I ask questions to ensure understanding of a text. • I know that there will be unfamiliar words in a text. • I know that texts have a main idea. • I identify the main idea of a text. • I know that the organisation and layout of a book helps me to understand it. • I know how to find key words or information in a non-fiction text. 	<ul style="list-style-type: none"> • I ask questions to deepen understanding of a text. • I use the context of unfamiliar words to explain their meaning. • I give a personal response to a text. • I use evidence from the text to support my response. • I use clues from the text to predict what might happen next. • I know that the main idea in a narrative may also have a message for the reader. • I know that the message in a book is called the theme. • I recognise that books may have similar themes. • I understand that the organisation and layout may be different according to the purpose of the book. • I can record key words or information found in a non-fiction text. 	<ul style="list-style-type: none"> • I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. • I can explain my personal response. • I can listen to others' personal responses to a text. • I adapt own response in the light of others' responses. • I know that characters' actions can tell the reader about their thoughts, feelings and motives. • I infer characters' feelings, thoughts and motives from their actions. • I can explain how characters' actions can tell the reader about their thoughts, feelings and motives. • I give reasons for predicting what might happen next. • I identify the organisation and layout in books. • I can explain how the organisation and layout helps me to understand it.

Working at a HIGHER STANDARD (Greater Depth)

YEAR 3 READING

Phonics/ Words	Comprehension	Reading for Enjoyment
<ul style="list-style-type: none"> When reading aloud, I take full account of the punctuation in the text. I make a note of any new word I come across in my reading with the intention of using them in my own writing. I read ahead to determine direction and meaning in a story. 	<ul style="list-style-type: none"> I talk with confidence about stories I have read and can ask and answer questions related to these texts. I am confident in predicting what may happen next and use the text I have read so far to help me predict. My predictions about what happens next in texts I am reading are becoming more accurate. 	<ul style="list-style-type: none"> I am an avid reader who find every opportunity to read additional texts other than what has been provided for me. I am beginning to develop a preference for certain types of texts and authors. I am keen to find out more about a poet whose poetry I have enjoyed.
<ul style="list-style-type: none"> I note with increasing interest the way authors use a variety of techniques and strategies to develop characters and the relationship between them. I am keen to find out more about the background setting of the text I am reading, e.g., historical period, social or cultural setting. I recognise how authors can persuade and begin to use some of these skills in my own writing. I seek unfamiliar text in my reading so that I can use new vocabulary in my writing. I am beginning to recognise the characteristics of certain authors and add these to ideas in my own writing. 		