

## Key Learning in Reading: Year 3

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Read books at an age appropriate interest level.</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-, pre-, im-, in-</i>.</li> <li>▪ Use suffixes to understand meanings e.g. <i>-ly, -ous</i>.</li> <li>▪ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.</li> </ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>▪ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations</i>.</li> <li>▪ Regularly listen to whole novels read aloud by the teacher.</li> <li>▪ Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion</i>.</li> <li>▪ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>.</li> <li>▪ Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems</i>.</li> <li>▪ Sequence and discuss the main events in stories.</li> <li>▪ Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>.</li> <li>▪ Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>.</li> <li>▪ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>.</li> <li>▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"> <li>▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>▪ Explain the meaning of unfamiliar words by using the context.</li> <li>▪ Use dictionaries to check meanings of words they have read.</li> <li>▪ Use intonation, tone and volume when reading aloud.</li> <li>▪ Take note of punctuation when reading aloud.</li> <li>▪ Discuss their understanding of the text.</li> <li>▪ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>.</li> <li>▪ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>▪ Make predictions based on details stated.</li> <li>▪ Justify responses to the text using the PE prompt (<b>P</b>oint + <b>E</b>vidence).</li> <li>▪ Discuss the purpose of paragraphs.</li> <li>▪ Identify a key idea in a paragraph.</li> <li>▪ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram</i> etc.</li> </ul> <p><b>Retrieving and recording information from non-fiction</b></p> <ul style="list-style-type: none"> <li>▪ Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>▪ Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams</i>.</li> <li>▪ Quickly appraise a text to evaluate usefulness.</li> <li>▪ Navigate texts in print and on screen.</li> <li>▪ Record information from a range of non-fiction texts.</li> </ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>▪ Participate in discussion about what is read to them and books they have read independently.</li> <li>▪ Develop and agree on rules for effective discussion.</li> <li>▪ Take turns and listen to what others say.</li> <li>▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.</li> </ul>