

Key Learning in Reading: Year 3

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