

Key Learning in Reading: Year Three

Word Recognition	Comprehension
<ul style="list-style-type: none"> • 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> • Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-ous</i> • Read and understand meaning of words on Y3/4 word list – see bottom • Use intonation, tone and volume when reading aloud • Take note of punctuation when reading aloud 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a range of fiction, poetry, plays, non-fiction • Regularly listening to whole novels read aloud by the teacher • Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion • Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports</i>, <i>recipes</i>, <i>etc.</i> • Recognising some different forms of poetry e.g. <i>narrative</i>, <i>free verse</i> • Reading books and texts for a range of purposes e.g. <i>enjoyment</i>, <i>research</i>, <i>skills development</i>, <i>reference</i> • Using dictionaries to check meanings of words they have read • Sequencing and discussing the main events in stories Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm’s Fairy Tales</i>, <i>Rudyard Kipling Just So Stories</i> • Identifying and discussing themes e.g. <i>good over evil</i>, <i>weak and strong</i>, <i>wise and foolish</i>, <i>mean and generous</i>, <i>rich and poor</i> • Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales</i>, <i>magical sentence repeated several times</i> • Identifying, discussing and collecting favourite words and phrases which capture the reader’s interest and imagination • Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action <p>Understand what they read independently by:</p> <ul style="list-style-type: none"> • Discussing their understanding of the text • Explaining the meaning of unfamiliar words by using the context • Making predictions based on details stated • Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character ...</i> • Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text

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	<ul style="list-style-type: none">• Using point and evidence to structure and justify responses• Discussing the purpose of paragraphs• Identifying a key idea in a paragraph <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none">• Evaluating how specific information is organised within a non-fiction text• e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>• Quickly appraising a text to evaluate usefulness• Navigating texts in print and on screen <p>Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</p> <ul style="list-style-type: none">• Developing and agreeing on rules for effective discussion• Making and responding to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>
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