

## 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-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>pre-</i>, <i>im-</i>, <i>in-</i>.</li> <li>§ Use suffixes to understand meanings e.g. <i>-ly</i>, <i>-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>Developing pleasure in reading and motivation to read</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>Understanding the text</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 (Point + Evidence).</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>Retrieving and recording information from non-fiction</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>Participating in discussion</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>