WORD READING
▽

(At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.)

Apply their growing knowledge of root words, prefixes (e.g. un-, dis-, -mis-, re-) and suffixes (e.g. -ation, -ous) [etymology and morphology] as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Begin to accurately and fluently read books written at an age-appropriate level at a speed that is sufficient to enable a focus on understanding.

Read silently.

COMPREHENSION
▽

NOTE: The knowledge and skills that pupils need in order to comprehend are very similar at different ages. The complexity of the writing increases the level of challenge so ensure that the complexity of texts is increased from Year 2.

Y3 pupils should be taught to develop positive attitudes to reading and understand what they read.

▽

ENGAGING IN A RANGE OF READING

Regularly listen to and discuss a range of friction (including whole novels) poetry, plays and non-fiction and reference books or textbooks at a level beyond those they might choose themselves (including those from the school's identified Y3 'core texts')

Read for a range of purposes (e.g. enjoyment, to find out information or the meaning of new words).

Make personal reading choices and explain reasons for these (e.g. referring to the author, blurb and content).

Recommend books that they have read to their peers [making links to personal reading choices and reasons for these].

Appraise non-fiction texts to evaluate their usefulness.

UNDERSTANDING THE STRUCTURE OF TEXTS

Read books that are structured in different ways.

Identify non-fiction feature that support the structure of the text

Sequence the main events in stories into five stages.

Recognise some different forms of poetry and their structure and/or pattern (e.g free verse, narrative poetry, alphabet poems, rap, riddle, shape poems and calligrams).

UNDERSTANDING THE THEMES, CONVENTIONS AND CONTEXTS OF TEXTS

Increase familiarity with a wide range of books, including [less familiar] fairy stories, fables and folk tales (e.g. Grimm's Fairy Tales, Rudyard and Kipling and 'Just So' Stories) and retell some of these orally.

2H – COMPARISON

Identify themes and conventions in a wide range of books (e.g. typical characters; use of magical devices in fairy stories and folk tales; the triumph of good over evil or weak over strong; the conventions of different types of non-fiction writing [e.g. the greeting and sign off in a letter]).

PERFORMING POETRY / PLAYSCRIPTS

Prepare poems and plays to read aloud and to perform and show understanding through intonation, tone and volume and action.

Perform poetry individually or together; experiment with expression and use pauses for effect.

UNDERSTANDING WORD MEANINGS

Use dictionaries to check the meaning of words that they have read.

Use morphological and etymological knowledge to work out the meanings of unknown words including distinguishing shades of meaning among related words (link to NC Appendix 1: Y3/4 Spelling).

UNDERSTANDING THE USE OF LANGUAGE

2G – CHOICE OF WORDS

Identity, discuss and collect words and phrases that capture the reader's interest and imagination.

Identify why authors/poets have used particular language.

Y3 pupils should be taught to understand what they read, in books they can read independently and respond by making point + giving evidence.

▽

UNDERSTANDING THE TEXT

Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher.

2A – MEANING OF WORDS IN CONTEXT

Use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding (e.g. I wonder why the character…)

Answer literal, inferential (see using inference and making predictions section) and evaluate comprehension questions [by making point + giving evidence].

2F – COHESION AND STRUCTURE

Identify how language, structure and presentation contribute to meaning.

Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say.

Explain and discuss their understanding books, poems and other material, both those that they listen to and those that they read for themselves.

USING INFERENCE AND MAKING PREDICTIONS

2D – INFERENCE

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence (eg use the verbs used for dialogue to work out how a character is feeling [e.g. shouted, sighed, joked]).

2E – PREDICTION

Predict what might happen from details stated and implied (e.g use descriptions of a character's appearance to make predictions about how they might behave or what they might say).

Make predictions using experience of reading books by the same author (e.g. predict what might happen in a Horrid Henry book based on knowledge of characters, their behaviour and events in other books [e.g. identify what Horrid Henry might to Perfect Peter in a given setting]).

SUMMARISING

2C – SUMMARISING

Identify and summarise the main idea of a paragraph (e.g. 'This paragraph is describing what Horrid Henry did with the water pistol.').

NAVIGATING TEXTS

2B – RETRIEVE AND RECORD INFORMATION

Retrieve and record information from non-fiction (from a single point of reference in the text [a paragraph or page] e.g. use contents page, headings or sub-headings).

Scan for key words to retrieve information (from a single point of reference in the text [e.g. a paragraph, verse, poem or page]).