

# Year 3 Reading

	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to improve their understanding of a text</li> <li>Use dictionaries to check the meaning of words that they have read</li> <li>Use a range of known strategies appropriately to establish meaning in books that can be read independently</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of the main points drawn from one paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Uses text features to locate information e.g. contents, indices, subheadings</li> <li>Locate and retrieve information using skimming, scanning and text marking</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied</li> <li>Draw plausible inferences, often supported through reference to the text</li> </ul>	<ul style="list-style-type: none"> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Discuss the effect of specific language on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Read books that are structured in different ways and show some awareness of the various purposes for reading</li> <li>Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales</li> <li>Identify and name presentational devices in non-fiction</li> </ul>
<b>Spring</b>		<ul style="list-style-type: none"> <li>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of the main points drawn from more than one paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use vocabulary from the text to support responses and explanations</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions</li> </ul>	<ul style="list-style-type: none"> <li>Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally</li> <li>Can explore and discuss underlying themes and ideas</li> </ul>
<b>Summer Term</b>		<ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction</li> <li>Extract information and make notes</li> </ul>	<ul style="list-style-type: none"> <li>Use specific vocabulary and ideas expressed in the text to support own views</li> </ul>	<ul style="list-style-type: none"> <li>Justify inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum)</li> </ul>			

