



Key Learning in Reading – Year 3 Golden Hill Short Stay School

Year 3 Autumn Term	
Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Read books at an age appropriate interest level. ▶ 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"> ▶ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>. Sequence and discuss the main events in stories. ▶ 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. <p>Understanding the text</p> <ul style="list-style-type: none"> ▶ Identify and discuss favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context. Use intonation, tone and volume when reading aloud. ▶ Take note of punctuation when reading aloud. ▶ Discuss their understanding of the text. 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). ▶ 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"> ▶ Navigate texts.

The following statements should be taught throughout the year to ensure breadth of study. A child's overall judgement will not be affected if they are not met.

Year 3 Spring Term	
Word Reading	Comprehension
	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion</i>. Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>. <p>Participating in discussion</p> <ul style="list-style-type: none"> Develop and agree on rules for effective discussion. ▶ Take turns and listen to what others say.

Year 3 Summer Term	
Word Reading	Comprehension
<p>As above and:</p> <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>, <i>pre-</i>, <i>im-</i>, <i>in-</i>. ▶ Use suffixes to understand meanings e.g. <i>-ly</i>, <i>-ous</i>. 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> Recognise some different forms of poetry e.g. <i>narrative</i>, <i>calligrams</i>, <i>shape poems</i>. ▶ Identify and discuss 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>. ▶ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales</i>, <i>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"> ▶ Use dictionaries to check meanings of words they have read. ▶ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>. Discuss the purpose of paragraphs. <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</i>, <i>contents</i>, <i>bullet points</i>, <i>glossary</i>, <i>diagrams</i>. ▶ Quickly appraise a text to evaluate usefulness. <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. Make and respond to contributions in a variety of group situations e.g. <i>whole class</i>, <i>pairs</i>, <i>guided groups</i>, <i>book circles</i>.