

Key Learning in Reading: Year 3

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-, dis-, -mis-, re-</i>. Use suffixes to understand meanings e.g. <i>-ation, -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>As above and:</p> <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, recipes, etc.</i> Recognising some different forms of poetry e.g. <i>narrative, free verse</i>. Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, 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, Rudyard Kipling Just So Stories</i>. Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>. Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>. Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination. Preparing poems/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 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>.