

## Key Learning in Reading: Year 3

| ■ <b>Word Reading</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ■ <b>Comprehension</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"> <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>.</li> <li>■ Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-ous</i>.</li> <li>■ Read and understand meaning of words on Y3/4 word list – see bottom.</li> <li>■ Use intonation, tone and volume when reading aloud.</li> <li>■ Take note of punctuation when reading aloud.</li> </ul> | <ul style="list-style-type: none"> <li>■ Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>■ Listening to and discussing a range of fiction, poetry, plays, non-fiction.</li> <li>■ Regularly listening to whole novels read aloud by the teacher.</li> <li>■ Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion.</li> <li>■ Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports</i>, <i>recipes</i>, <i>etc.</i></li> <li>■ Recognising some different forms of poetry e.g. <i>narrative</i>, <i>free verse</i>.</li> <li>■ Reading books and texts for a range of purposes e.g. <i>enjoyment</i>, <i>research</i>, <i>skills development</i>, <i>reference</i>.</li> <li>■ Using dictionaries to check meanings of words they have read.</li> <li>■ Sequencing and discussing the main events in stories.</li> <li>■ Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>, <i>Rudyard Kipling Just So Stories</i>.</li> <li>■ Identifying and discussing 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>.</li> <li>■ Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales</i>, <i>magical sentence repeated several times</i>.</li> <li>■ Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination.</li> <li>■ Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>■ Understand what they read independently by:</li> <li>■ Discussing their understanding of the text</li> <li>■ Explaining the meaning of unfamiliar words by using the context</li> <li>■ Making predictions based on details stated</li> <li>■ Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>.</li> <li>■ Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text</li> <li>■ Using point and evidence to structure and justify responses.</li> <li>■ Discussing the purpose of paragraphs.</li> <li>■ Identifying a key idea in a paragraph.</li> <li>■ Retrieve and record information from non-fiction</li> <li>■ Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes</i>, <i>sub-headings</i>, <i>contents</i>, <i>bullet points</i>, <i>glossary</i>, <i>diagrams</i>.</li> <li>■ Quickly appraising a text to evaluate usefulness.</li> <li>■ Navigating texts in print and on screen.</li> <li>■ Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</li> <li>■ Developing and agreeing on rules for effective discussion.</li> <li>■ Making and responding 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>.</li> </ul> |