

English

Key Learning in Reading: Year 3

| Word Reading | Comprehension |
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| <p>As above and:</p> <ul style="list-style-type: none"> ▶ Read books at an age appropriate interest level. ▶ 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>. ▶ 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"> ▶ 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. ▶ Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion</i>. ▶ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>. ▶ Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems</i>. ▶ Sequence and discuss the main events in stories. ▶ <u>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>.</u> ▶ Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>. ▶ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, 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"> ▶ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▶ Explain the meaning of unfamiliar words by using the context. ▶ Use dictionaries to check meanings of words they have read. ▶ <u>Use intonation, tone and volume when reading aloud.</u> ▶ <u>Take note of punctuation when reading aloud.</u> ▶ Discuss their understanding of the text. ▶ <u>Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>.</u> ▶ <u>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</u> ▶ Make predictions based on details stated. ▶ <u>Justify responses to the text using the PE prompt (Point + Evidence).</u> ▶ Discuss the purpose of paragraphs. ▶ 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"> ▶ <u>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</u> ▶ Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams</i>. ▶ Quickly appraise a text to evaluate usefulness. ▶ Navigate texts in print and on screen. ▶ Record information from a range of non-fiction texts. <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. ▶ Develop and agree on rules for effective discussion. ▶ Take turns and listen to what others say. ▶ <u>Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.</u> |

English

Key Learning in Reading: Year 3 – Word List



| Year 3 | | | | | |
|-----------------------|---------------------|--------------|----------------|-----------------|--------------------|
| accident(ally) | century | February | length | popular | strange |
| actual(ly) | circle | forward(s) | library | potatoes | thought |
| address | decide | fruit | minute | promise | through |
| answer | describe | heard | naughty | purpose | weight |
| arrive | early | heart | notice | quarter | woman/women |
| believe | earth | height | occasion(ally) | question | |
| bicycle | eight/eighth | history | often | reign | |
| centre | enough | learn | perhaps | sentence | |

| Year 4 | | | | | |
|---------------|------------|-----------|---------------------|----------|-----------------|
| appear | continue | grammar | material | possible | suppose |
| breadth | different | group | medicine | pressure | surprise |
| breathe | difficult | guard | mention | probably | therefore |
| build | disappear | guide | natural | recent | though/although |
| busy/business | exercise | imagine | opposite | regular | |
| calendar | experience | important | ordinary | remember | |
| caught | experiment | increase | particular | separate | |
| certain | extreme | interest | peculiar | special | |
| complete | famous | island | position | straight | |
| consider | favourite | knowledge | possess(ion) | strength | |