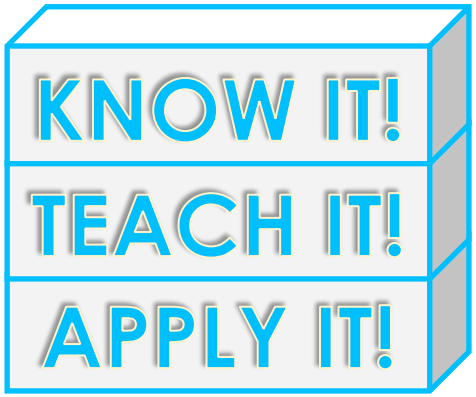
Year 3

Reading Curriculum



YEAR 3/4 KNOW IT!

New Learning | Prior Learning

PREFIXES

dis/in/im	not
mis	wrongly/badly
re	again/back
sub	under
inter	between/among
super	above/over/greater
anti	against
auto	self
trans	across/beyond/through

SUFFIXES

ion	the act of or condition of
ous	full of, the nature of
al	like/having the quality of
ful	to be full of
ment	the act of/state of

ROOTS/ROOT WORDS

cent	one hundred
favour	to show liking something
port	to carry
know	to be sure/understand
possess	to own
vary	to change

LINKS TO Y3/4 WORD LIST

Natural	Famous	Position	Disappear	Bicycle
al - having the quality of nature - not made by man **natural** - having the quality of not being manmade.	fame - known ous - the nature of **famous** - the nature of being known by many.	posit - to place ion - act of **position** - the act of placing something somewhere.	dis - not appear - to come into sight. **disappear** - not to be in sight.	bi - two cycle - a sequence that follows on. **bicycle** - a vehicle with 2 wheels where one follows the other.

New Learning | Prior Learning

TEACH IT

YEAR 3

DECODING & WORD RECOGNITION

Children should be taught to:

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word;
- apply their growing knowledge of root words, prefixes and suffixes to read aloud;
- **apply phonic knowledge and skills as the route to decode words;**
- **Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes;**
- **Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.**

GRAMMAR, STRUCTURE & LAYOUT

Children should be taught to deepen their understanding of texts they read independently through:

- identifying how language, structure and presentation contribute to meaning;
- reading books that are structured in different ways;
- **increase vocabulary and grammatical awareness to identify the differences between spoken and written language.**

GRAMMATICAL FEATURES

- recognise plurals and collective nouns;
- recognise pronouns and how they are used;
- identify and discuss how adjectives and verbs bring reading to life;
- recognise adverbs and how they are used in their reading;
- identify powerful verbs within reading.

COMPREHENSION

Children should be taught to deepen their understanding of texts they read independently through:

- checking that the text makes sense to them and discussing their understanding;
- asking questions to improve their understanding of the text;
- identifying themes and conventions in a wide range of books.

RETRIEVAL

- Use skimming and scanning skills to look through the text and locate key words/dates/facts/information/sections.
- Order events across longer texts within both narrative and non-narrative.
- Match statements from reading to true or false answers.

SUMMARISING

- Summarising the main events or significant ideas from individual paragraphs both orally and in note-form.
- **Discuss key parts of factual processes linked to learning in other subjects.**

INFERENCE

- Make more detailed predictions about what might happen from details stated and implied.
- Explain characters' possible feelings, thoughts and motives from their actions.
- Use evidence from the text to prove or explain their answers.
- Answer simple questions about what has happened (cause) and why it has happened (effect).

Children should be given opportunity to apply inference skills through:

- Giving reasons, explaining how they know , why they think, or what it shows and predicting future events.

VOCABULARY

Children should be taught to deepen their understanding of texts they read independently through:

- explaining the meaning of words in context;
- expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet;
- discussing words and phrases that capture the reader's interest and imagination.

EXPLORE, TEACH, PRACTISE

Children should be taught to expand their knowledge of words through:

- exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;
- looking at words associated with others;
- generating word lists linked to stories, topics, synonyms etc.;
- being explicitly taught the meaning and correct pronunciation of new words.

For example,

* seeing how it is used in context
* finding clues within the word to define word meaning.
* finding clues within the context to infer the word meaning
* making connections with word class
* discussing examples seen or heard before
* using dictionary skills in order to check the meaning.

New Learning | Prior Learning

Year 3: Progression in Core Reading Skills

YEAR 3

Broader Curriculum Objectives

Fluency & Intonation

- Read further exception words.
- Apply their growing knowledge of root words, prefixes and suffices when reading aloud.
- Decode most new words outside their spoken vocabulary.
- Prepare play scripts and poems to read aloud, showing understanding through intonation, tone, volume and action.

Response to Text

- Develop positive attitudes to reading and understand what they read.
- Listen to and discuss a wide range of texts.
- Identify themes and conventions in a wide range of texts.
- Discuss words and phrases, which capture interest.
- Increase familiarity with a wide range of books.
- Identify how language, structure and presentation contribute to meaning.

PRIOR LEARNING YEAR 2

- Recite familiar poems by heart.
- Develop knowledge of the extended code up to Unit 50.
- Use blending skills to read words containing all of the taught phonics code.
- Recognise larger units within words to help to decode more effectively and read more fluently.
- Read texts containing more sophisticated and challenging vocabulary including those linked to the wider curriculum.
- Read words frequently encountered with automaticity including Year 2 common exception words.
- Use expression appropriately to support the meaning of sentences, including those with subordination.
- Develop confidence in tackling new texts independently.
- Show some attention to expression.

PRIOR LEARNING YEAR 2

- Listen to, discuss and express views about a wide range of texts to develop their love of reading.
- Explain and discuss their understanding of books, poems and other material, both those read independently and those listened to.
- Engage in group discussion about a text; know and use words in discussion that have been encountered in simple texts.
- Express their own views about a book and listen to the opinions of others.
- Clarify the meaning of new words, linking new meanings to known vocabulary.
- Talk about the layout of non-fiction texts and how it helps the reader.
- Talk about how different items of information in non-fiction texts are related.

- Recite poems and songs by heart in groups and alone to build confidence and fluency.
- Revisit the extended code at polysyllabic level reading unfamiliar words by saying sounds to read syllables and saying syllables to read words.
- Read Y2 and some Y3/4 exception words with automaticity.
- Develop reading practice so that word recognition becomes more automatic, rapid and effortless.
- Read age-appropriate texts accurately and at a speed which supports understanding.
- Read new words, beyond spoken vocabulary, making a good attempt at pronunciation.
- Read a loud, speaking audibly and with growing fluency.
- Pause appropriately within and at the ends of sentences.
- Divide texts into meaningful chunks in order to read with expression.
- Use punctuation cues and some intonation and expression.
- Gradually internalise the reading process to begin to read silently.

- Identify and discuss words that capture their ow n interest or imagination.
- Discuss the features of a wide range of fiction, poetry, plays and non-fiction and reference books and begin to develop text type preferences.
- Recognise and discuss authorial choices and the purpose of these.
- Recognise that texts can present different points of view.
- Develop awareness of the difference between fact and opinion.
- Discuss the visual and organisational effects of a text and evaluate the extent to which it supports and engages the reader.
- Identify and discuss how authors represent the same idea differently by comparing and contrasting texts based on the same topic.
- Recognise and discuss how synonyms are used to enhance a text e.g. transport, carry, transfer etc
- Discuss and identify the meaning of new words using substitution within a sentence.

New Learning | Prior Learning

Year 3: Progression in Core Reading Skills

YEAR 3

Broader Curriculum Objectives

Literal Understanding and Retrieval

- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of the text.
- Retrieve and record information from fiction and non-fiction.
- Identify main ideas drawn from more than one paragraph and summarise these.

Inference

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.
- To support their inference skills, use dictionaries to check the meaning of new vocabulary and talk about what new words mean in context.

PRIOR LEARNING YEAR 2

- Scan for key words in the text to locate answers.
- Analyse the wording of a question in order to choose what to look for.
- Begin to find answers where the question word does not match the text word.
- Navigate different paragraphs in information texts to locate the most suitable paragraph.
- Independently read and answer simple questions about what they have just read.
- Recognise simple recurring literary language.
- Draw on vocabulary-knowledge to understand texts and solve problems.
- Discuss the sequence of events in a book, including how they are linked and how items of information are related.
- Locate information using contents, index, sub-heading, page numbers etc
- Identify what is known for certain from both narrative and non-fiction texts.

PRIOR LEARNING YEAR 2

- Use pictures and words to make support inferences.
- Modify answers to inference questions as a story progresses.
- Make some inferences, answering 'how and why' questions which begin to reach beyond the text.
- Infer the feelings of a character and the most likely reason for these.
- Base answers on their own personal experiences e.g. **Q:** Why might the Owl be frightened of the dark?
- Make predictions based on what has been read so far in terms of plot, character and language.
- Use their own knowledge and experiences, as well as what they have read, to provide reasons and explanation e.g. explain a moral or message; make a sequence of events; learn about cause and effect-what has prompted a character's behaviour?

- Retrieve facts and information where question words and text language vary.
- Use skimming across a whole text to find which section or paragraph an answer is in.
- Scan for alternative words or phrases that are close in meaning in order to retrieve answers that are 'hidden' in the vocabulary used.
- Check their accuracy when answering retrieval questions by reading around the words or phrases that they find.
- Locate the exact quotation with a text that evidences an answer.
- Locate and discuss words or phrases that they find interesting.
- Identify and summarise main ideas from shorter texts or extracts.
- Ask further questions to check and understanding.
- Make simple notes from one source.
- Take information from diagrams, flow charts and forms where it is presented graphically.
- Express and record their understanding of information orally, using simple graphics or in writing.

- Begin to identify themes across a text e.g. good over evil in the Ice Palace.
- Draw inferences such as character's feelings, thoughts and motives from their stated actions e.g. **Q:** Why did Ivan continued on his journey despite all the dangers.
- Justify inferences by making a specific point from the text.
- Begin to consider the effect of different word choices within a text and what they might suggest e.g. **Q:** Re-read the sentence, '*there came a sound that felt like an icicle in his heart*' what does this suggest about Ivan's feelings at this point?
- Identify specific words and phrases within a text that show how a character is feeling or why they might have acted in a particular way e.g. **Q:** Find and copy two words that show us that the villagers were angry.
- Predict based on evidence gained from the text.
- Use prior knowledge and own experiences as the basis for some predictions.
- Use details from the text to form further predictions.

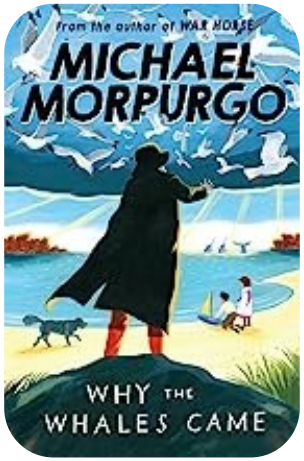
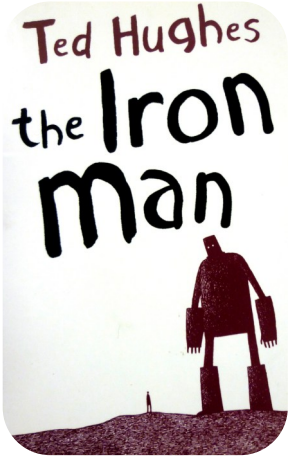
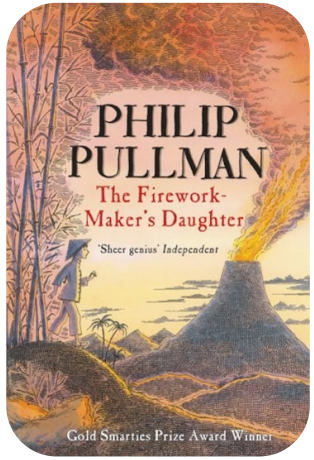
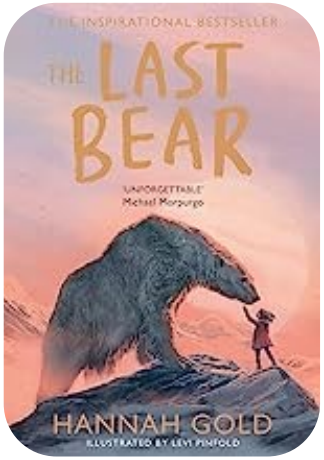
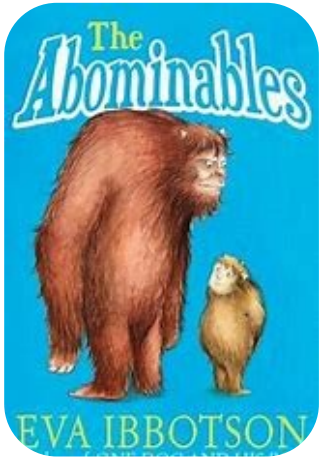
New Learning | Prior Learning

APPLY IT

YEAR 3

During Year 3, children should be encouraged to read widely and often with fluency and comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AND AUDIENCE
Children should use their reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
• read for a range of purposes; • read books that are structured in different ways; • research and extend their knowledge across all areas of the curriculum; • retrieve and record information from non-fiction; • begin to take simple notes from what they have read; • locate information effectively in non-fiction using contents and indexes; • Develop their knowledge of different text types and their purposes, in order to support their writing.	• developing an enjoyment of reading and understanding what they have read; • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference and text books; • listening to whole books by authors they may not choose themselves; • exercising choice in selecting books and being taught how to do so; • increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally; • recognising some different forms of poetry.	• confidently attempt reading aloud in different contexts; • hear and understand how commas are used to give reading more meaning; • use appropriate voices for characters and adopt a story-telling voice when needed; • identify how apostrophes are used to show possession in reading; • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; • **participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.**

CLASS READS

YEAR 3