

## Key Learning in Reading: Year 3

Word Reading	Comprehension
<p>As above and:</p> <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-, dis-, -mis-, re-</i>.</li> <li>▪ Use suffixes to understand meanings e.g. <i>-ation, -ous</i>.</li> <li>▪ Read and understand meaning of words on Y3/4 word list – see bottom.</li> <li>▪ <u>Use intonation, tone and volume when reading aloud.</u></li> <li>▪ <u>Take note of punctuation when reading aloud.</u></li> </ul>	<p>As above and:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <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, recipes, etc.</i></li> <li>▪ Recognising some different forms of poetry e.g. <i>narrative, free verse</i>.</li> <li>▪ Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>.</li> <li>▪ Using dictionaries to check meanings of words they have read.</li> <li>▪ <u>Sequencing and discussing the main events in stories.</u></li> <li>▪ 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>.</li> <li>▪ Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>.</li> <li>▪ Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, 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> </ul> <p>Understand what they read independently by:</p> <ul style="list-style-type: none"> <li>▪ <u>Discussing their understanding of the text</u></li> <li>▪ <u>Explaining the meaning of unfamiliar words by using the context</u></li> <li>▪ <u>Making predictions based on details stated</u></li> <li>▪ <u>Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i></u></li> <li>▪ <u>Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text</u></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> </ul> <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> <li>▪ Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>▪ Quickly appraising a text to evaluate usefulness.</li> <li>▪ Navigating texts in print and on screen.</li> </ul> <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"> <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, pairs, guided groups, book circles</i>.</li> </ul>