Key Learning in Reading: Year 3

Word Reading	Comprehension
As above and: ▪ 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. *un-, dis-, mis-, re-, pre-, im-, in-*. ▪ Use suffixes to understand meanings e.g. *-ly, -ous*. ▪ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.	As above and: **Developing pleasure in reading and motivation to read** ▪ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. *fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.* ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Read a range of non-fiction texts, e.g. *information, discussion, explanation, biography* and *persuasion*. ▪ Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference.* ▪ Recognise some different forms of poetry e.g. *narrative, calligrams, shape poems.* ▪ Sequence and discuss the main events in stories. ▪ Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales.* ▪ Identify and discuss themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor*. ▪ Identify and discuss conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times*. ▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. **Understanding the text** ▪ 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. ▪ Use intonation, tone and volume when reading aloud. ▪ Take note of punctuation when reading aloud. ▪ Discuss their understanding of the text. ▪ Raise questions during the reading process to deepen understanding e.g. *I wonder why the character.* ▪ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. ▪ Make predictions based on details stated. ▪ Justify responses to the text using the PE prompt (**P**oint + **E**vidence). ▪ Discuss the purpose of paragraphs. ▪ Identify a key idea in a paragraph. ▪ Analyse and evaluate texts looking at language, structure and presentation e.g. *persuasive letter, diary and calligram* etc. **Retrieving and recording information from non-fiction** ▪ Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▪ Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossary, diagrams.* ▪ Quickly appraise a text to evaluate usefulness. ▪ Navigate texts in print and on screen. ▪ Record information from a range of non-fiction texts. **Participating in discussion** ▪ 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. ▪ Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*

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