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| YEAR THREE |
| Decoding | \*To use their phonic knowledge to decode quickly and accurately (may still need support to read longer, unfamiliar words. \* Apply their growing knowledge of root words, prefixes including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud(see Appendix 1)

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| \* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. (see Appendix 1)\*Further reading exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.\*To begin to read all year 3 / 4 common exception words |

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| Range of Reading | \* Recognise and listen to and discussing a wide range of fiction, poetry, plays, non fictions and reference books.\*Reading books that are structured in different ways and reading for a range of purposes.

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| Familiarity of Texts | \*Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.\* Identifying themes and conventions in a wide range of books. |
| Poetry and Performance | \*Preparing poems and play scripts to read aloud and to perform, showing understanding of an awareness of audience when reading aloud.\*Begin to use appropriate intonation and volume when reading aloud. |
| Word Meaning | \*Begin to dictionaries to check the meaning of words that they have read.

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| Understanding | \*Check that the text makes sense to them, discussing their understanding and checking the meaning of words in context.\* Asking questions to improve their understanding of the text.\*Identifying main ideas drawn from more than one paragraph and summarising these. |
| Inference | \*Ask and answer questions appropriately, including some simple inference questions based on characters feelings, thoughts and motives. |
| Prediction | \*Predicting what might happen from details stated and implied.\*Justify predictions using evidence from the text. |
| Authorial Intent | \*Discussing authors choice of words and phrases that capture the readers interest and imagination and those that are used for effect. \*Identifying how language, structure and presentation contribute to meaning. |
| Non Fiction | \*Retrieve and record information from non fiction. |
| Discussing Reading | \*Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.\*Use appropriate terminology when discussing texts (plot, character, setting). |