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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)   |  | | --- | | \* 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 | |
| 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.   |  | | --- | |  | |
| 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.   |  | | --- | |  | |
| 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). |