

YEAR 3	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 1- DECODING	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet <ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 		
	STEPS TO SUCCESS		
	WORKING TOWARD	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Recognise a range of prefixes and suffixes to construct the meanings of words in context • Read fluently with intonation, expression and regard for punctuation • Recognises the function of the apostrophe in common words; I'm can't don't etc. • Recognises and reads a range of consonant digraphs; kn, wr, phetc; 	<ul style="list-style-type: none"> • Read a range of fiction and non-fiction texts independently, using known strategies appropriately to establish meaning • Recognise the functions of punctuation including apostrophe for omission and use appropriate intonation and expression(• Recognise the full range of consonant digraphs • Recognise common prefixes and suffixes and regular verb endings to construct the meaning of words in context • Begin to make use of context to work out the meanings of unfamiliar words 	<ul style="list-style-type: none"> • Understand how simple and complex sentences influence meaning • Reads a range of texts, both fiction and nonfiction, fluently and accurately using a range of strategies • Recognise and uses a greater variety of prefixes: re... de... pre... non... mis... ex... co... anti.... • Recognise and uses a greater variety of suffixes: ...tion ...ive ...ic • Reads dialogue with appropriate expression
YEAR 3	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 2- ORGANISATION & RETRIEVAL	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction • Reading books that are structured in different ways and reading for a range of purposes • Using dictionaries to check the meaning of words that they have read • Asking questions to improve their understanding of a text • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 		

		STEPS TO SUCCESS		
		WORKING TOWARD	WORKING WITHIN	WORKING AT GREATER DEPTH
		<ul style="list-style-type: none"> • Retell a story clearly and with appropriate detail(• Extract information from the text and discuss orally with reference to the text • Understand where to go to find answers • Make comparisons between books, noting similarities and difference, e.g. layout theme, characters and setting • Gain an overall impression of a text by making predictions about content/subject of a book by skim reading, title, contents, illustrations • Uses some organisational devices to locate Information: index, contents, headings, uses appropriate terminology 	<ul style="list-style-type: none"> • Show understanding of main points with reference to the text • Recognise the main differences between fiction and non-fiction texts • Can read closely to obtain specific information, extracting information from the text and make notes using quotation and reference to the text • Start to use alphabetically ordered texts to find information • Identify the features of different text-types • Understand the purpose of the paragraph • Understand the features of page layout in non-fiction texts, e.g. titles, subheadings, labels, diagrams and charts 	<ul style="list-style-type: none"> • Identify and discuss issues, locating evidence in the text • Recognise the main differences between fiction and non-fiction texts • Use notes to summarise the main points of a text • Uses organisational devices to locate information including labels, diagrams and charts, and uses appropriate terminology • Make use of nonWfiction features to find information from the text • Identify the features of different text-types • Understand how paragraphs are used to order and build up ideas • Can pause appropriately in response to punctuation and/or meaning
YEAR 3	NATIONAL CURRICULUM EXPECTATIONS			
READING SKILL 3-	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied 			
READING DETECTIVE	STEPS TO SUCCESS			
	WORKING TOWARD	WORKING WITHIN	WORKING AT GREATER DEPTH	
	<ul style="list-style-type: none"> • Identify key themes and discuss reasons for events in stories • Be aware of underlying themes and ideas within a text • Begin to understand the effects of different words and phrases, e.g. to create 	<ul style="list-style-type: none"> • Explore underlying themes and ideas making clear reference to the text • Make plausible predictions based on knowledge of the text, or of books by the same author or 	<ul style="list-style-type: none"> • Identify the language used to create moods and build tension • Infer reasons for actions and events based on evidence from the text • Continue to make plausible 	

	<p>humour, images and atmosphere</p> <ul style="list-style-type: none"> • Discusses reasons for, or causes of, incidents in the story • Identifies and discusses character and begins to speculate how they might behave • Begins to generate questions before reading and locates answers in text 	<p>of similar themes</p> <ul style="list-style-type: none"> • Discuss the actions of the maincharacters and justify views using evidence from the text. • Summarise the main points from a passage or a text • With support begin to make inferences about characters' actions in a story based upon evidence from the text • Identifies and discusses character,speculating how they might behave, giving reasons 	<p>predictions based on knowledge of the text</p> <ul style="list-style-type: none"> • Begin to distinguish between fact and opinion • Can justify predictions they make by referring to the story – Henry was excited because he was jumping up and down by the door • Begin to express views about own interpretation of text • Begin to empathise with characters' motives and behaviour to enrich understanding
YEAR 3	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 4-	<ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discussing words and phrases that capture the reader's interest and imagination 		
WRITERS' USE OF LANGUAGE	STEPS TO SUCCESS		
	WORKING TOWARD	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Identify and comment on vocabulary and literary features – 'All fairy tales start with Once Upon a Time...' 	<ul style="list-style-type: none"> • Identify where language is used to create mood or build tension 	<ul style="list-style-type: none"> • Comment on the choice of language to create moods and build tension • Discusses the meanings of words and phrases that create particular effects – Crept make you know he was quiet but also that he was going slowly
YEAR 3	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 5-	<ul style="list-style-type: none"> • Identifying themes and conventions in a wide range of books • Identifying main ideas drawn from more than one paragraph and summarising these • Identifying how language, structure, and presentation contribute to meaning 		
PURPOSE & IMPACT	STEPS TO SUCCESS		
	WORKING TOWARD	WORKING WITHIN	WORKING AT GREATER DEPTH

	<ul style="list-style-type: none"> • Continue to make choices about which texts to read based on prior reading experience and bibliographic knowledge • Able to respond when questioned about extensions or alternatives to events and actions and feelings created by the story • Understand what the writer might be thinking – ‘He thinks they are being mean’ 	<ul style="list-style-type: none"> • Starts to identify the author’s main purpose for writing – ‘He doesn’t want any more turtles to be killed’ 	<ul style="list-style-type: none"> • Evaluate specific texts with reference to text types • Begins to identify and comment on different points of view in the text
YEAR 3	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 6- REAL READER!	<ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Recognising some different forms of poetry [for example, free verse, narrative poetry] • 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. 		
	STEPS TO SUCCESS		
	WORKING TOWARD	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Aware that books are set in different times and places 	<ul style="list-style-type: none"> • Start to make simple connections between books by the same author – ‘Dick King Smith often writes about animals’ 	<ul style="list-style-type: none"> • Continues to make simple connections between books by the same author – ‘Roald Dahl often has a nasty adult in his books that ends up being defeated’ • Start to recognise some features of the text that relate if to its historical setting or its social or cultural background – ‘The girls had on red flannel petticoats because that is what they wore then’