



Reading Overview

Year 3

Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading. Any focus on word reading should support the development of vocabulary.</p> <p>W1. <u>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</u> (Y3 list, moving to Y4 when ready)</p> <p>W2. <u>To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words.</u> e.g. dis, mis, sub-, super-, pre-, anti-, auto-, sure-, in-, il-, im-, -ation, -ous, -ssion, -sion, re- (See English appendix 1)</p> <p>W3. To use the context of sentences to help with reading unfamiliar words.</p> <p>W4. To read aloud fluently and confidently,</p> <p>W5. To read aloud to the punctuation.</p> <p>W6. To read aloud using intonation, tone and volume.</p>	<p>P1. <u>To develop positive attitudes to reading, and an understanding of what they read.</u></p> <p>P2. <u>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</u> at an appropriate level for the year group.</p> <p>P3. <u>To read books that are structured in different ways and read for a range of purposes</u></p> <p>P4. To identify and write about the features of different text types.</p> <p>P5. To evaluate verbally and write about specific texts with reference to text types.</p> <p>P6. <u>To increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</u></p> <p>P7. To retell and write about a range of familiar stories.</p> <p>P8. <u>To identify themes and conventions in a wide range of books</u></p> <p>P9. To start to make and write about simple connections between books by the same author e.g. Dick King Smith often wrote books about animals.</p> <p>P10. <u>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</u></p> <p>P11. <u>To recognise some different forms of poetry [for example, free verse, narrative poetry]</u></p>	<p>F1. <u>To understand what they read, in books they can read independently.</u></p> <p>F2. <u>To identify how language, structure, and presentation contribute to meaning</u> using texts at an appropriate level for the year group.</p> <p>F3. <u>To check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context</u></p> <p>F4. To self-correct where a text does not make sense.</p> <p>F5. <u>To identify main ideas drawn from more than 1 paragraph and summarise these.</u></p> <p>F6. To empathise with a character, <u>inferring on character's thoughts and feelings justifying with some evidence</u> both verbally and in written form.</p> <p>F7. <u>To justify inferences with evidence from the text</u> verbally and in written form.</p> <p>F8. <u>To justify predictions with evidence</u> (details stated and implied) <u>from the text</u> both verbally and in written form.</p> <p>F9. <u>To ask and write questions to improve own understanding of a text.</u></p>	<p>D1. <u>To 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.</u></p> <p>D2. To justify own responses to a text by using evidence.</p> <p>D3. To make, respond and write contributions in a variety of group situations e.g. learning partners, groups, whole class.</p> <p>D4. To explain and discuss their understanding of what they have read, including through discussion and beginning to debate.</p> <p>D5. <u>To retrieve and record information from non-fiction</u></p> <p>D6. To prepare for research by identifying what they already know about the subject and writing key questions to structure the task (find answers)</p> <p>D7. To use alphabetically ordered texts to find information.</p> <p>D8. To use a range of organisational features to locate information such as, labels, diagrams and charts</p> <p>D9. To begin to identify and comment verbally and in written form on the</p>



	<p>P12. To read, perform and write about a range of different forms of poems shape, calligrams, narrative.</p> <p>P13. <u>To use dictionaries to check the meaning of words that they have read</u></p> <p>P14. <u>To discuss words and phrases that capture the reader's interest and imagination</u></p> <p>P15. To discuss, explain and write about the meaning of words that they have read in a book.</p>		<p>different points of view in the text.</p> <p>D10. To understand what the writer might be thinking, for example, 'he thinks they are being mean.'</p> <p>D11. To comment on and write about the choice of language to create moods and build tension, for example, crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught.</p> <p>D12. To discuss and write words and phrases that capture the reader's interest and imagination.</p>
Sentence Stems		Vocabulary	
<p>An argument for/against is...</p> <p>I understand, however...</p> <p>It appears to be...</p> <p>I enjoyed it because...</p> <p>Maybe next time you could try...</p> <p>My opinion is...</p> <p>Building on...</p> <p>I remember that...</p>		<p>Myth, legend, fable, script, scene, act, narrative, hook, dialogue, hero, villain, first person</p> <p>Preposition, conjunction word family, prefix clause, subordinate clause direct speech, consonant vowel, vowel inverted commas (or 'speech marks')</p>	

