



Name _____

Area - Reading

Year THREE

Key: E = Entering D = Develop S = Secure

Word Reading		E	D	S	Comprehension		E	D	S
1	<ul style="list-style-type: none"> ▪ Use knowledge of root words to understand meanings of words. ▪ Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>. ▪ Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-ous</i>. ▪ Read and understand meaning of words on Y3/4 word list – see bottom. 				1	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ Listening to and discussing a range of fiction, poetry, plays, non-fiction. ▪ Regularly listening to whole novels read aloud by the teacher. ▪ Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion. ▪ Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc.</i> ▪ Recognising some different forms of poetry e.g. <i>narrative, free verse</i>. ▪ Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>. ▪ Using dictionaries to check meanings of words they have read. 			
2	<p>Use intonation, tone and volume when reading aloud.</p>				2	<p>Sequencing and discussing the main events in stories.</p> <ul style="list-style-type: none"> ▪ Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales, Rudyard Kipling Just So Stories</i>. ▪ Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>. ▪ Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>. ▪ Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination. ▪ Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action. 			
3	<p>Take note of punctuation when reading aloud.</p>				3	<p>Understand what they read independently by:</p> <p>a)</p> <ul style="list-style-type: none"> ▪ Discussing their understanding of the text <p>b)</p> <ul style="list-style-type: none"> ▪ Explaining the meaning of unfamiliar words by using the context 			

					<p>c) ■ Making predictions based on details stated</p> <p>d) ■ Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i></p> <p>e) ■ Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text</p> <p>■ Using point and evidence to structure and justify responses.</p> <p>■ Discussing the purpose of paragraphs.</p> <p>■ Identifying a key idea in a paragraph.</p>			
4				4	<p>Retrieve and record information from non-fiction</p> <p>■ Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i></p> <p>■ Quickly appraising a text to evaluate usefulness.</p> <p>■ Navigating texts in print and on screen.</p>			
5				6	<p>Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</p> <p>■ Developing and agreeing on rules for effective discussion.</p> <p>■ Making and responding to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.</p>			