

READING: Implementation Overview Year 3



Comprehension	Reading Skills
<p>Building on Previous Year and throughout Year 3 focus on:</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Increase their familiarity with a wide range of stories (including fairy stories*) • Increase their familiarity with a wide range of books and retell some of these orally • Read a range of books that are structured in different ways and read for a range of purposes • Participate in discussion about both books that are read to them and those they can read for themselves • Identify simple themes and conventions in an increasing range of books • Retrieve and record some information from non-fiction • Identify how language, structure and presentation contribute to meaning • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action** • Predict what might happen from details stated and some which are implied • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • Ask some questions to improve their understanding of a text • Identify main ideas drawn from more than one paragraph and summarise these • Discuss some words and phrases that capture the reader's interest and imagination <p>*Fairy Stories appear in several, not all 3 week units **Three-week units contain either poems or play scripts</p>	<p>Building on Previous Year and throughout Year 3 focus on:</p> <ul style="list-style-type: none"> • Connect prior knowledge with context • Locate and discuss words and pre taught vocabulary to find out what the text is about • Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context • Read a range of texts with increasing accuracy and fluency • Develop views about what is read with support • Develop positive attitudes to reading and understanding of what is read • Read aloud using punctuation to aid expression and intonation • Self-correction, including re-reading and reading ahead • Re-reading sentences for clarity • Skim to gain an overview of a text, e.g. topic, purpose • Identify different purposes of texts, e.g. to inform, instruct, explain • Read short information texts independently with concentration • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points • Look for specific information in texts using contents, indexes, glossaries, dictionaries • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information • Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts
Word Reading*	Content Domains*
<p>Building on Previous Year and throughout Year 3 focus on:</p> <ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Develop fluency and enthusiasm for reading and read widely and frequently • Building on phonics subject skills and knowledge • Recognise and read many Year 3&4 Word List words with automaticity <p>*Practitioners must incorporate these in all reading instruction lessons</p>	<p>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text</p> <p>*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.</p>
Reading Terminology for Pupils Across the Year	
<p>Building on Previous Year and throughout Year 3 focus on: root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</p>	