



YEAR 3

READING CURRICULUM



YEAR 3/4

KNOW IT!

PREFIXES

dis/in/im	not
mis	wrongly/badly
re	again/back
sub	under
inter	between/among
super	above/over/greater
anti	against
auto	self
trans	across/beyond/through

SUFFIXES

ion	the act of or condition of
ous	full of, the nature of
al	like/having the quality of
ful	to be full of
ment	the act of/state of

New Learning

Prior Learning

ROOTS/ROOT WORDS

cent	one hundred
favour	to show liking something
port	to carry
know	to be sure/understand
possess	to own
vary	to change

LINKS TO Y3/4 WORD LIST

Natural

al - having the quality of
nature - not made by
man
natural - having the
quality of not being
manmade.

Famous

fame - known
ous - the nature of
famous - the nature of
being known by many.

Position

posit - to place
ion - act of
position - the act of
placing something
somewhere.

Disappear

dis - not
appear - to come into
sight.
disappear - not to be in
sight.

Bicycle

bi - two
cycle - a sequence that
follows on.
bicycle - a vehicle with 2
wheels where one follows
the other.

DECODING & WORD RECOGNITION	COMPREHENSION	VOCABULARY
<p>Children should be taught to:</p> <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; apply their growing knowledge of root words, prefixes and suffixes to read aloud; 	<p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> checking that the text makes sense to them and discussing their understanding; asking questions to improve their understanding of the text; identifying themes and conventions in a wide range of books. 	<p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> explaining the meaning of words in context; expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet; discussing words and phrases that capture the reader’s interest and imagination.
<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words; Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes; Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. 	<p>RETRIEVAL</p> <ul style="list-style-type: none"> Use skimming and scanning skills to look through the text and locate key words/dates/facts/information/sections. Order events across longer texts within both narrative and non-narrative. Match statements from reading to true or false answers. 	<p>EXPLORE, TEACH, PRACTISE</p> <p>Children should be taught to expand their knowledge of words through:</p> <ul style="list-style-type: none"> exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings; looking at words associated with others; generating word lists linked to stories, topics, synonyms etc.; being explicitly taught the meaning and correct pronunciation of new words. <p>For example,</p> <ul style="list-style-type: none"> * seeing how it is used in context * finding clues within the word to define word meaning. * finding clues within the context to infer the word meaning * making connections with word class * discussing examples seen or heard before * using dictionary skills in order to check the meaning.
<p>GRAMMAR, STRUCTURE & LAYOUT</p> <p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning; reading books that are structured in different ways; increase vocabulary and grammatical awareness to identify the differences between spoken and written language. 	<p>SUMMARISING</p> <ul style="list-style-type: none"> Summarising the main events or significant ideas from individual paragraphs both orally and in note-form. Discuss key parts of factual processes linked to learning in other subjects. <p>INFERENCE</p> <ul style="list-style-type: none"> Make more detailed predictions about what might happen from details stated and implied. Explain characters’ possible feelings, thoughts and motives from their actions. Use evidence from the text to prove or explain their answers. Answer simple questions about what has happened (cause) <u>and</u> why it has happened (effect). <p>Children should be given opportunity to apply inference skills through:</p> <ul style="list-style-type: none"> Giving reasons, explaining how they know , why they think, or what it shows and predicting future events. 	
<p>GRAMMATICAL FEATURES</p> <ul style="list-style-type: none"> recognise plurals and collective nouns; recognise pronouns and how they are used; identify and discuss how adjectives and verbs bring reading to life; recognise adverbs and how they are used in their reading; identify powerful verbs within reading. 		

Broader Curriculum Objectives

Fluency & Intonation

- Read further exception words.
- Apply their growing knowledge of root words, prefixes and suffixes when reading aloud.
- Decode most new words outside their spoken vocabulary.
- Prepare play scripts and poems to read aloud, showing understanding through intonation, tone, volume and action.

Response to Text

- Develop positive attitudes to reading and understand what they read.
- Listen to and discuss a wide range of texts.
- Identify themes and conventions in a wide range of texts.
- Discuss words and phrases, which capture interest.
- Increase familiarity with a wide range of books.
- Identify how language, structure and presentation contribute to meaning.

PRIOR LEARNING YEAR 2

- Recite familiar poems by heart.
- Develop knowledge of the extended code up to Unit 50.
- Use blending skills to read words containing all of the taught phonics code.
- Recognise larger units within words to help to decode more effectively and read more fluently.
- Read texts containing more sophisticated and challenging vocabulary including those linked to the wider curriculum.
- Read words frequently encountered with automaticity including Year 2 common exception words.
- Use expression appropriately to support the meaning of sentences, including those with subordination.
- Develop confidence in tackling new texts independently.
- Show some attention to expression.

PRIOR LEARNING YEAR 2

- Listen to, discuss and express views about a wide range of texts to develop their love of reading.
- Explain and discuss their understanding of books, poems and other material, both those read independently and those listened to.
- Engage in group discussion about a text; know and use words in discussion that have been encountered in simple texts.
- Express their own views about a book and listen to the opinions of others.
- Clarify the meaning of new words, linking new meanings to known vocabulary.
- Talk about the layout of non-fiction texts and how it helps the reader.
- Talk about how different items of information in non-fiction texts are related.

- Recite poems and songs by heart in groups and alone to build confidence and fluency.
- Revisit the extended code at polysyllabic level reading unfamiliar words by saying sounds to read syllables and saying syllables to read words.
- Read Y2 and some Y3/4 exception words with automaticity.
- Develop reading practice so that word recognition becomes more automatic, rapid and effortless.
- Read age-appropriate texts accurately and at a speed which supports understanding.
- Read new words, beyond spoken vocabulary, making a good attempt at pronunciation.
- Read aloud, speaking audibly and with growing fluency.
- Pause appropriately within and at the ends of sentences.
- Divide texts into meaningful chunks in order to read with expression.
- Use punctuation cues and some intonation and expression.
- Gradually internalise the reading process to begin to read silently.

- Identify and discuss words that capture their own interest or imagination.
- Discuss the features of a wide range of fiction, poetry, plays and non-fiction and reference books and begin to develop text type preferences.
- Recognise and discuss authorial choices and the purpose of these.
- Recognise that texts can present different points of view.
- Develop awareness of the difference between fact and opinion.
- Discuss the visual and organisational effects of a text and evaluate the extent to which it supports and engages the reader.
- Identify and discuss how authors represent the same idea differently by comparing and contrasting texts based on the same topic.
- Recognise and discuss how synonyms are used to enhance a text e.g. transport, carry, transfer etc
- Discuss and identify the meaning of new words using substitution within a sentence.

Broader Curriculum Objectives

Literal Understanding and Retrieval

- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of the text.
- Retrieve and record information from fiction and non-fiction.
- Identify main ideas drawn from more than one paragraph and summarise these.

Inference

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.
- To support their inference skills, use dictionaries to check the meaning of new vocabulary and talk about what new words mean in context.

PRIOR LEARNING YEAR 2

- Scan for key words in the text to locate answers.
- Analyse the wording of a question in order to choose what to look for.
- Begin to find answers where the question word does not match the text word.
- Navigate different paragraphs in information texts to locate the most suitable paragraph.
- Independently read and answer simple questions about what they have just read.
- Recognise simple recurring literary language.
- Draw on vocabulary-knowledge to understand texts and solve problems.
- Discuss the sequence of events in a book, including how they are linked and how items of information are related.
- Locate information using contents, index, sub-heading, page numbers etc
- Identify what is known for certain from both narrative and non-fiction texts.

PRIOR LEARNING YEAR 2

- Use pictures and words to make support inferences.
- Modify answers to inference questions as a story progresses.
- Make some inferences, answering 'how and why' questions which begin to reach beyond the text.
- Infer the feelings of a character and the most likely reason for these.
- Base answers on their own personal experiences e.g. Q: Why might the Owl be frightened of the dark?
- Make predictions based on what has been read so far in terms of plot, character and language.
- Use their own knowledge and experiences, as well as what they have read, to provide reasons and explanation e.g. explain a moral or message; make a sequence of events; learn about cause and effect-what has prompted a character's behaviour?

- Retrieve facts and information where question words and text language vary.
- Use skimming across a whole text to find which section or paragraph an answer is in.
- Scan for alternative words or phrases that are close in meaning in order to retrieve answers that are 'hidden' in the vocabulary used.
- Check their accuracy when answering retrieval questions by reading around the words or phrases that they find.
- Locate the exact quotation with a text that evidences an answer.
- Locate and discuss words or phrases that they find interesting.
- Identify and summarise main ideas from shorter texts or extracts.
- Ask further questions to check and understanding.
- Make simple notes from one source.
- Take information from diagrams, flow charts and forms where it is presented graphically.
- Express and record their understanding of information orally, using simple graphics or in writing.

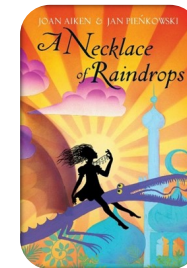
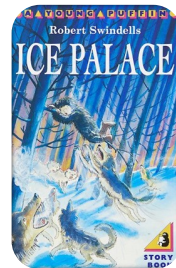
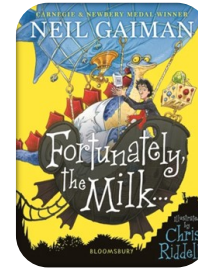
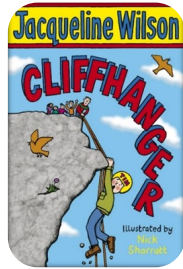
- Begin to identify themes across a text e.g. good over evil in the Ice Palace.
- Draw inferences such as character's feelings, thoughts and motives from their stated actions e.g. Q: Why did Ivan continued on his journey despite all the dangers.
- Justify inferences by making a specific point from the text.
- Begin to consider the effect of different word choices within a text and what they might suggest e.g. Q: Re-read the sentence, '*there came a sound that felt like an icicle in his heart*' what does this suggest about Ivan's feelings at this point?
- Identify specific words and phrases within a text that show how a character is feeling or why they might have acted in a particular way e.g. Q: Find and copy two words that show us that the villagers were angry.
- Predict based on evidence gained from the text.
- Use prior knowledge and own experiences as the basis for some predictions.
- Use details from the text to form further predictions.

During Year 3, children should be encouraged to read widely and often with fluency and comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AND AUDIENCE
Children should use their reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
<ul style="list-style-type: none"> • read for a range of purposes; • read books that are structured in different ways; • research and extend their knowledge across all areas of the curriculum; • retrieve and record information from non-fiction; • begin to take simple notes from what they have read; • locate information effectively in non-fiction using contents and indexes; • Develop their knowledge of different text types and their purposes, in order to support their writing. 	<ul style="list-style-type: none"> • developing an enjoyment of reading and understanding what they have read; • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference and text books; • listening to whole books by authors they may not choose themselves; • exercising choice in selecting books and being taught how to do so; • increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally; • recognising some different forms of poetry. 	<ul style="list-style-type: none"> • confidently attempt reading aloud in different contexts; • hear and understand how commas are used to give reading more meaning; • use appropriate voices for characters and adopt a story-telling voice when needed; • identify how apostrophes are used to show possession in reading; • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; • 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.

CLASS READS

YEAR 3



POETRY

