

## Reading Curriculum Y3 Expectations

By the end of **Lower KS2** the children should be able to:

- Draw **inferences** from reading.
- **Predict** from details stated and implied.
- Recall and summarise main ideas.
- Discuss **words and phrases that capture the imagination**.
- Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.
- Prepare poems and plays to read aloud with expression, volume, tone and intonation.
- Identify **recurring themes** and elements of different stories (e.g. good triumphing over evil).
- Recognise some different forms of poetry.
- **Explain and discuss understanding** of reading, maintaining focus on the topic.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify **how language, structure and presentation contribute to meaning**.
- **Ask questions** to improve understanding of a text.



# Vocabulary Building Y3

## Spoken Word

### Words containing taught phonics and spelling rules

forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation, myth, gym, Egypt, pyramid, mystery, young, touch, double, trouble, country, dis-: disappoint, disagree, disobey, mis-: misbehave, mislead, misspell (mis + spell), in-: inactive, incorrect, illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible, re-: redo, refresh, return, reappear, redecorate, sub-: subdivide, subheading, submarine, submerge, inter-: interact, intercity, international, interrelated (inter + related), super-: supermarket, superman, superstar, anti-: antiseptic, anti-: clockwise, antisocial, auto-: autobiography, autograph, information, adoration, sensation, preparation, admiration, sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically, measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure, division, invasion, confusion, decision, collision, television, poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous, invention, injection, action, hesitation, completion, expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician, scheme, chorus, chemist, echo, character, chef, chalet, machine, brochure, league, tongue, antique, unique, science, scene, discipline, fascinate, crescent, vein, weigh, eight, neighbour, they, obey

### Words containing the possessive apostrophe

girls', boys', babies', pupils', mens', mices'

### Homophones and near homophones

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/ plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

### Key Objectives

- Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study.
- In years 3 pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

## Word Reading Y3

Y3 Below (Refer to Y2)	Y3 Expected	Y3 Greater Depth
<ul style="list-style-type: none"> <li>• Are working at Phase 6 Phonics</li> <li>• Read aloud books that are closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation</li> <li>• Re-read books to build up fluency and confidence in word reading Read frequently encountered words quickly and accurately without overt sounding and blending</li> <li>• Read accurately by blending the sounds in words, especially recognizing alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain alternative sounds for graphemes e.g. shoulder, roundabout, grouping.</li> <li>• Read longer and less familiar texts independently</li> <li>• Apply phonic knowledge to read until automatic decoding has become imbedded and word reading is fluent.</li> <li>• Work out unfamiliar words by focusing on all the letters in the word e.g. not reading place for palace.</li> <li>• Read words containing common suffixes: ness, -ment, -ful, -less, -ly, -ing, -ed, -est, -y</li> <li>• Read further common exception words noting the tricky parts.</li> </ul>	<ul style="list-style-type: none"> <li>• By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level.</li> <li>• Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-</li> <li>• Use suffixes to understand meanings e.g. -ly, -ous.</li> <li>• They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</li> <li>• They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</li> <li>• As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently</li> <li>• Apply their growing knowledge of root words both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• Children should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. .</li> <li>• Use knowledge of root words to understand the meanings of words.</li> <li>• Use prefixes to understand meanings: in-, ir-, sub-, inter-, super-, anti-, auto-</li> <li>• Use suffixes to understand meanings: -ation, -tion, -ssion, -cian, -sion.</li> <li>• Read and understand the words from the Year 4 word list.</li> </ul>

## Comprehension Y3

	Y3 Below (Refer to Y2)	Y3 Expected	Y3 Greater Depth
Range of Reading	<ul style="list-style-type: none"> <li>• Listen to and discuss a wider range of stories, poems, contemporary and classical and non-fiction texts</li> <li>• Read a range of non-fiction texts which are structured in different ways including: instructional texts, explanations, information texts, reports, recounts</li> </ul>	<ul style="list-style-type: none"> <li>• listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or text books</li> <li>• Know that reading books that are structured in different ways and reading for a range of purposes</li> <li>• Regularly listen to whole novels read aloud by the teacher.</li> <li>• Read a range of books for different reasons: enjoyment, research, explanation, skills development and reference.</li> <li>• Read a range of non-fiction books: biography, persuasion, explanation, discussion and information.</li> <li>• Recognise different forms of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Orally retell a range of stories including less familiar fairy stories, myths and legends.</li> </ul>
Familiarity with Texts	<ul style="list-style-type: none"> <li>• Sequence and discuss the main events in stories and recounts</li> <li>• Orally retell a wider range of stories and traditional tales • Learn and recite poems using appropriate intonation.</li> <li>• Locate specific information in a non-fiction text using the contents page, index, labelled diagrams and charts.</li> <li>• Identify how specific information is presented in a non-fiction text: sub-headings, contents, bullet points, glossary, diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>• Record information from a range of non-fiction books</li> <li>• Navigate texts on paper and on screen</li> <li>• Quickly appraise a non-fiction text and evaluate its usefulness</li> <li>• Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>• Orally retell a range of stories and less familiar fairy tales, fables and folk tales e.g. Grimm's Fairy Tales</li> <li>• Prepare poems and play scripts to read aloud showing understanding of pace and tone, intonation, volume and action.               <ul style="list-style-type: none"> <li>• Identify and discuss themes: good, evil, weak, strong, wise, foolish, mean, generous, rich and poor.</li> </ul> </li> <li>• Identify and discuss conventions: number 3 and 7 in Fairy Tales and magical sentences repeated.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and evaluate texts looking at the language, structure and presentation and how these contribute to the meaning.</li> <li>• Identify, analyse and discuss themes: e.g. safe and dangerous, just and unjust, origins of the earth, its animals and people.</li> </ul>

Summarising	<ul style="list-style-type: none"> <li>• Children can arrange events in a book they have read or been read to them in the appropriate sequence.</li> <li>• They can discuss cause and effect of the events and information in the book.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence, discuss and summarise the main events in stories.</li> <li>• Children are beginning to be able to discuss and identify the theme of several different books.</li> <li>• They can identify the most important point from one sentence and then one paragraph.</li> <li>• They are beginning to be able to use the features of a text, especially non-fiction, to identify the most important points and ideas.</li> <li>• Discuss the main idea in a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Children can discuss and identify the theme of several different books.</li> <li>• They can identify the most important points and main ideas from more than one paragraph.</li> <li>• They are beginning to understand the term summarise and beginning to use their ability to identify the main points/ideas to summarise text</li> <li>• Identify the main ideas from a paragraph and summarise these: the character is evil because (3 reasons) , the castle is worth visiting because (3 reasons).</li> </ul>
Monitoring Meaning	<ul style="list-style-type: none"> <li>• Children can realise when a sentence does not make sense.</li> <li>• They can use 'sounding out', picture clues and rereading for context clues to correct their reading.</li> <li>• Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised</li> </ul>	<ul style="list-style-type: none"> <li>• Children are beginning to realise when a paragraph or a group of related material does not make sense to them.</li> <li>• They can use a variety of strategies to correct their reading and are beginning to adapt their pace of reading to allow for this.</li> <li>• They can explain the meaning of some words from their context.</li> <li>• Note punctuation when reading aloud</li> <li>• Use dictionaries to check the meaning of words they don't understand</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>• They can use a variety of strategies to correct their reading and can confidently adapt their pace of reading to allow for this.</li> <li>• Explain the meaning of key vocabulary within the context of the text.</li> </ul>
Understanding and Questioning	<ul style="list-style-type: none"> <li>• Demonstrate understanding of fiction and non-fiction texts by asking and answering: who, what, when, where, why and how questions.</li> <li>• Activate prior learning and knowledge by asking: What do we know? What do we want to know? What have we learned?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss their understanding of the text.</li> <li>• Children begin to recognise the difference between, questions they can ask where the answer will be in the text (Thin questions - Right Here) and questions where the answer is in the text but needs more thought and there may be more than one answer (Thick questions - Think and Search).</li> <li>• They can ask questions before, during and after reading.</li> </ul>	<ul style="list-style-type: none"> <li>• They begin to ask deeper questions about a text or a character - answer not in the text.</li> <li>• Use punctuation to determine intonation and expression when reading aloud to audiences.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Making Connections Inference</p>	<ul style="list-style-type: none"> <li>• Children can use their own experience to explain and show understanding of what is being said or done.</li> <li>• They are beginning to use their knowledge of other stories to understand what is being said or done.</li> <li>• They can discuss which words in the text explain the behaviour of the characters.</li> <li>• Recognise the use of repetitive language across a range of texts and poems: Once upon a time, Run, run as fast as you can...etc</li> </ul>	<ul style="list-style-type: none"> <li>• Children can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Children can use their own experience and knowledge of other texts to show understanding.</li> <li>• They are beginning to use connections within the text to understand a character's feelings and thoughts.</li> <li>• They are beginning to be able to use words and pictures in the text as evidence for their inferences.</li> <li>• Justify responses using: point, then evidence from the text, approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can use their own experience, knowledge of other texts and the wider world to make inferences.</li> <li>• They are beginning to use what they read to infer a character's motives from what they say and do.</li> <li>• They are beginning to identify words and phrases as evidence for their inferences</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prediction</p>	<ul style="list-style-type: none"> <li>• Make predictions based on an understanding of how texts work</li> <li>• Children are able to make predictions before reading or being read to from the title or/and cover of a book.</li> <li>• They can make predictions during reading at a preselected point and explain why.</li> <li>• They can use pictures and are beginning to use text as evidence for their predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are beginning to be able to make predictions before and during reading independently in fiction.</li> <li>• They can explain their predictions using text and picture evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can make predictions before and during reading independently fiction and non-fiction.</li> <li>• They are beginning to be able to confirm, reject or adjust their predictions during and after reading.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Authorial Intent</p>	<ul style="list-style-type: none"> <li>• Explain their understanding by giving opinions about a text with supporting reasons: I know that Hansel was clever because he put the stones in his pocket...</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Children can identify how language, structure, and presentation contribute to meaning</li> <li>• Evaluate how specific information is organised in a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how paragraphs are used to order and build up ideas.</li> </ul>

Visualising	<ul style="list-style-type: none"> <li>• Children can draw their visualisation of a section of text and begin to discuss the words/ phrases from the text that inspired it.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can draw their visualisation of a section of text and can identify and discuss the words/ phrases from the text that inspired it.</li> <li>• Children can begin to discuss feelings and thoughts of characters from their visualisations.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can discuss feelings and thoughts of characters from their visualisations.</li> <li>• Children can retrieve and record some information from non-fiction through visualisations for a specified purpose.</li> </ul>
Discussing Reading	<ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Make contributions to whole class discussions</li> <li>• Consider the points of view of others</li> <li>• Listen to a respond to contributions from others</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Develop and agree the rules for an effective discussion</li> <li>• Take turns and listen to what others say.</li> <li>• Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can discuss words and phrases that capture their interest and imagination and explain which they are and why they think that, using evidence from the text</li> </ul>