

<b>YEAR 3</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 1-  <b>DECODING</b>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</p> <ul style="list-style-type: none"> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARD</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Recognise a range of prefixes and suffixes to construct the meanings of words in context</li> <li>• Read fluently with intonation, expression and regard for punctuation</li> <li>• Recognises the function of the apostrophe in common words; I'm can't don't etc.</li> <li>• Recognises and reads a range of consonant digraphs; kn, wr, phetc;</li> </ul>	<ul style="list-style-type: none"> <li>• Read a range of fiction and non-fiction texts independently, using known strategies appropriately to establish meaning</li> <li>• Recognise the functions of punctuation including apostrophe for omission and use appropriate intonation and expression(</li> <li>• Recognise the full range of consonant digraphs</li> <li>• Recognise common prefixes and suffixes and regular verb endings to construct the meaning of words in context</li> <li>• Begin to make use of context to work out the meanings of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how simple and complex sentences influence meaning</li> <li>• Reads a range of texts, both fiction and nonfiction, fluently and accurately using a range of strategies</li> <li>• Recognise and uses a greater variety of prefixes: re... de... pre... non... mis... ex... co... anti....</li> <li>• Recognise and uses a greater variety of suffixes: ...tion ...ive ...ic</li> <li>• Reads dialogue with appropriate expression</li> </ul>
<b>YEAR 3</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 2-  <b>ORGANISATION &amp; RETRIEVAL</b>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Using dictionaries to check the meaning of words that they have read</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>		

				<b>STEPS TO SUCCESS</b>			
				<b>WORKING TOWARD</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>	
				<ul style="list-style-type: none"> <li>• Retell a story clearly and with appropriate detail(</li> <li>• Extract information from the text and discuss orally with reference to the text</li> <li>• Understand where to go to find answers</li> <li>• Make comparisons between books, noting similarities and difference, e.g. layout theme, characters and setting</li> <li>• Gain an overall impression of a text by making predictions about content/subject of a book by skim reading, title, contents, illustrations</li> <li>• Uses some organisational devices to locate Information: index, contents, headings, uses appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of main points with reference to the text</li> <li>• Recognise the main differences between fiction and non-fiction texts</li> <li>• Can read closely to obtain specific information, extracting information from the text and make notes using quotation and reference to the text</li> <li>• Start to use alphabetically ordered texts to find information</li> <li>• Identify the features of different text-types</li> <li>• Understand the purpose of the paragraph</li> <li>• Understand the features of page layout in non-fiction texts, e.g. titles, subheadings, labels, diagrams and charts</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss issues, locating evidence in the text</li> <li>• Recognise the main differences between fiction and non-fiction texts</li> <li>• Use notes to summarise the main points of a text</li> <li>• Uses organisational devices to locate information including labels, diagrams and charts, and uses appropriate terminology</li> <li>• Make use of nonWfiction features to find information from the text</li> <li>• Identify the features of different text-types</li> <li>• Understand how paragraphs are used to order and build up ideas</li> <li>• Can pause appropriately in response to punctuation and/or meaning</li> </ul>	
<b>YEAR 3</b>				<b>NATIONAL CURRICULUM EXPECTATIONS</b>			
<b>READING SKILL 3-</b>				<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> </ul>			
<b>READING DETECTIVE</b>				<b>STEPS TO SUCCESS</b>			
				<b>WORKING TOWARD</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>	
				<ul style="list-style-type: none"> <li>• Identify key themes and discuss reasons for events in stories</li> <li>• Be aware of underlying themes and ideas within a text</li> <li>• Begin to understand the effects of different words and phrases, e.g. to create</li> </ul>	<ul style="list-style-type: none"> <li>• Explore underlying themes and ideas making clear reference to the text</li> <li>• Make plausible predictions based on knowledge of the text, or of books by the same author or</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the language used to create moods and build tension</li> <li>• Infer reasons for actions and events based on evidence from the text</li> <li>• Continue to make plausible</li> </ul>	

	<p>humour, images and atmosphere</p> <ul style="list-style-type: none"> <li>• Discusses reasons for, or causes of, incidents in the story</li> <li>• Identifies and discusses character and begins to speculate how they might behave</li> <li>• Begins to generate questions before reading and locates answers in text</li> </ul>	<p>of similar themes</p> <ul style="list-style-type: none"> <li>• Discuss the actions of the maincharacters and justify views using evidence from the text.</li> <li>• Summarise the main points from a passage or a text</li> <li>• With support begin to make inferences about characters' actions in a story based upon evidence from the text</li> <li>• Identifies and discusses character,speculating how they might behave, giving reasons</li> </ul>	<p>predictions based on knowledge of the text</p> <ul style="list-style-type: none"> <li>• Begin to distinguish between fact and opinion</li> <li>• Can justify predictions they make by referring to the story – Henry was excited because he was jumping up and down by the door</li> <li>• Begin to express views about own interpretation of text</li> <li>• Begin to empathise with characters' motives and behaviour to enrich understanding</li> </ul>
<b>YEAR 3</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 4-	<ul style="list-style-type: none"> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> </ul>		
<b>WRITERS' USE OF LANGUAGE</b>	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARD</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Identify and comment on vocabulary and literary features – 'All fairy tales start with Once Upon a Time...'</li> </ul>	<ul style="list-style-type: none"> <li>• Identify where language is used to create mood or build tension</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on the choice of language to create moods and build tension</li> <li>• Discusses the meanings of words and phrases that create particular effects – Crept make you know he was quiet but also that he was going slowly</li> </ul>
<b>YEAR 3</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 5-	<ul style="list-style-type: none"> <li>• Identifying themes and conventions in a wide range of books</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Identifying how language, structure, and presentation contribute to meaning</li> </ul>		
<b>PURPOSE &amp; IMPACT</b>	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARD</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>

	<ul style="list-style-type: none"> <li>• Continue to make choices about which texts to read based on prior reading experience and bibliographic knowledge</li> <li>• Able to respond when questioned about extensions or alternatives to events and actions and feelings created by the story</li> <li>• Understand what the writer might be thinking – ‘He thinks they are being mean’</li> </ul>	<ul style="list-style-type: none"> <li>• Starts to identify the author’s main purpose for writing – ‘He doesn’t want any more turtles to be killed’</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate specific texts with reference to text types</li> <li>• Begins to identify and comment on different points of view in the text</li> </ul>
<b>YEAR 3</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 6-  <b>REAL READER!</b>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <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> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARD</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Aware that books are set in different times and places</li> </ul>	<ul style="list-style-type: none"> <li>• Start to make simple connections between books by the same author – ‘Dick King Smith often writes about animals’</li> </ul>	<ul style="list-style-type: none"> <li>• Continues to make simple connections between books by the same author – ‘Roald Dahl often has a nasty adult in his books that ends up being defeated’</li> <li>• Start to recognise some features of the text that relate if to its historical setting or its social or cultural background – ‘The girls had on red flannel petticoats because that is what they wore then’</li> </ul>