

Year 3 Reading Curriculum Statements

Autumn	Spring	Summer
Poetry 2a - Word meaning 2b - Fact retrieval 2d - Inference Book journal (range of skills)	Poetry 2a - Word meaning 2b - Fact retrieval 2d - Inference 2e - Prediction 2c - Summarising	Poetry 2a - Word meaning 2b - Fact retrieval 2d - Inference 2g - Language choice Book journal (range of skills)

I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words.

I can read further exception words including words that do not follow spelling patterns.

I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.

I can show that I enjoy reading by reading lots of different types of books.

I can read a wide range of books (including fairy stories, myths and legends), and retell some of them to others.

I can tell you what a book that I am reading is about.

I can read aloud poems and perform play scripts.

I can discuss words that excite me in the books that I read.

I can understand what I have read, checking that it makes sense by talking to others about it.

I can work out what a character in a book is feeling by the actions they take and can explain how I know.

I can predict what might happen from clues in what I have read.

I can tell someone about the main ideas in a paragraph.

I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.

I can use non-fiction texts to find out information on a subject.

I can talk about books and poems and I can take turns in telling people about them.

Year 3 Reading Curriculum Statements

Year 3 Reading Curriculum Statements
Essential Skills for the Big Three

Word Meaning	Fact Retrieval	Inference
<ul style="list-style-type: none">• Identifying when they are unsure of word meaning.• Find the meanings of words in glossaries or in subsequent sentences which give meaning.• Look at the structure of the word: root word, prefixes and suffixes - use words containing those prefixes and suffixes from Y3 curriculum.• Choose most sensible word meaning from an obvious list.• Begin to use obvious clues in the sentence that help indicate word meaning.• Start to make links between words they already know and unfamiliar words they encounter.	<ul style="list-style-type: none">• Question stems (Who, What, Where, When, Why?) and how they tell us the type of answer to look for.• Introduce basic scanning/skimming.• How to highlight and use key words from a question.• Explain what you know for certain about a character, place or event.• Order basic events from a story.• Find the correct part of the text to find the answer.• Find interesting facts from a non-fiction text (fact-files, information pages, etc.)• Find some basic information using features of non-fiction text (glossary, index, subheadings, captions, etc.)• Look at introducing different formats for questions.	<ul style="list-style-type: none">• Children make connections about information within a sentence (e.g. pronouns relating back to noun).• Identify different emotions/feelings that a character could experience.• Shades of meaning for each feeling (e.g. the different between afraid and terrified).• Explore own emotions and how they act to show this emotion.• Explain basic actions/behaviours/speech that a character uses to show their feelings.