



Year 3 Reading: End of Autumn

Termly Non-Negotiables

Word Reading
I can accurately read a lime or brown banded book with greater fluency and confidence.
I can read, understand and spell all of the words in the first two columns of the Year 3 Word List.
I can use my knowledge of root words to understand the meaning of words e.g. forget → forgetting
I can use prefixes un-, dis- and mis- (meaning not) to understand meanings.
I can use the suffix -ly (meaning in this way) to understand meanings.
Developing pleasure in reading and motivation to read
I can identify the main events from a Year 3 story in sequence by saying what happened at each stage.
I can orally retell a Year 3 story, including all main events in sequence.
I can understand and discuss morals within fables.
I can identify and discuss conventions of fables e.g. animals which behave like humans.
I can prepare poems to read aloud by text marking, colour coding and annotating to support performance.
Understanding the text
I can choose favourite ambitious words and phrases from a range of Year 3 texts.
I can identify unfamiliar words and discuss possible meanings in Year 3 texts.
I can use the first two letters to locate words in a dictionary.
I can use expression when reading aloud.
I pause at full stops and change my voice in response to an exclamation mark.
I discuss my understanding of the text using tentative language e.g. Perhaps..., I am interested by....
I raise my own questions during the reading process to deepen my understanding.
I can make inferences about characters actions.
I can make sensible predictions based on details in the text.
I can respond to true or false questions and give simple reasons to explain my answer.
I can discuss the main purpose of paragraphs in non-fiction texts.
I can analyse a range of Year 3 texts and discuss their structure / presentation e.g. letters, leaflets, recounts.
Non-fiction information retrieval
I can identify how specific information is organised within a non-fiction text.
I can use a title, cover and blurb to determine whether a book will provide relevant information for me.
I can record information / notes from non-fiction texts e.g. complete charts and tables.
Participating in Discussion
I can discuss what I have read independently or what has been read to me by answering questions.
I will make a contribution during group discussions.

Key Autumn Focus: To develop fluency inc. speed, stamina and self-correction.