

READING: Implementation Overview Year 3



Comprehension	Reading Skills
Building on Previous Year and throughout Year 3 focus on: • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Increase their familiarity with a wide range of stories (including fairy stories) • Increase their familiarity with a wide range of books and retell some of these orally • Read a range of books that are structured in different ways and read for a range of purposes • Participate in discussion about both books that are read to them and those they can read for themselves • Identify simple themes and conventions in an increasing range of books • Retrieve and record some information from non-fiction • Identify how language, structure and presentation contribute to meaning • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action • Predict what might happen from details stated and some which are implied • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence • Ask some questions to improve their understanding of a text • Identify main ideas drawn from more than one paragraph and summarise these • Discuss some words and phrases that capture the reader's interest and imagination	Building on Previous Year and throughout Year 3 focus on: • Connect prior knowledge with context • Locate and discuss words and pre taught vocabulary to find out what the text is about • Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context • Read a range of texts with increasing accuracy and fluency • Develop views about what is read with support • Develop positive attitudes to reading and understanding of what is read • Read aloud using punctuation to aid expression and intonation • Self-correction, including re-reading and reading ahead • Re-reading sentences for clarity • Skim to gain an overview of a text, e.g. topic, purpose • Identify different purposes of texts, e.g. to inform, instruct, explain • Read short information texts independently with concentration • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points • Look for specific information in texts using contents, indexes, glossaries, dictionaries • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information • Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts
Word Reading*	Content Domains*
Building on Previous Year and throughout Year 3 focus on: • Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Develop fluency and enthusiasm for reading and read widely and frequently • Building on phonics subject skills and knowledge • Recognise and read many Year 3&4 Word List words with automaticity *Practitioners must incorporate these in all reading instruction lessons	2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text *Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.
Reading Terminology for Pupils Across the Year	
Building on Previous Year and throughout Year 3 focus on: root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present	