

Year 3	Reading objectives show progression within the Whole School Progression Maps. Objectives are covered throughout the year and in many different contexts. Objectives are assessed termly.					
Year 3 Ongoing Reading Objectives						
Ongoing Objectives	<ul style="list-style-type: none"> <li>- Apply phonic knowledge to decode unknown words,</li> <li>- Begin to decode automatically and read fluently,</li> <li>- Recognise alternative sounds for graphemes,</li> <li>- Read Year 2 common exception words on sight, noting unusual correspondence between spelling and sound.</li> <li>- Read most words quickly and accurately without overt sounding and blending.</li> </ul>					
Year 3 Mastery Cycle Reading Objectives						
School Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Guided Reading Texts	Here We Are (2 weeks) Leon and the Place Between (2 weeks) Traction Man (2 Weeks)	Traction Man Continued (2 Weeks) Hansel and Gretel – Anthony Browne The Polar Express (2 Weeks)	How to Wash a Woolly Mammoth (1 week) The First Drawing (2 weeks) Stone Age Boy (2 weeks)	Fantastic Mr Fox (2 weeks) The Wild Robot (2 weeks) Romans on the Rampage (2 weeks)	Escape to Pompeii (2 weeks) The Diary of a Killer Cat (2 weeks) Bold Women in History (1 week)	Bold Women in History (1 week) The Tin Forest (2 Weeks)
Core Books (Story time)	The Abominables by Eva Ibbotson	Hansel and Gretel – Anthony Browne	Cat Tales by Linda Newbury	The Lion, the Witch and the Wardrobe.	The Lion, the Witch and the Wardrobe.	The Sheep Pig – Dick King-Smith
Ideal Book Band for expected reader	White/Lime	Lime	Brown	Brown	Brown	Brown/Grey
Decoding	<ul style="list-style-type: none"> <li>• I can read a variety of texts fluently and accurately, focusing on understanding not decoding.</li> <li>• I can re-read books or texts to improve fluency and confidence.</li> <li>• I can decode most new words, testing different pronunciations with support.</li> <li>• I can use my knowledge of root words to read words with common prefixes and suffixes.</li> </ul>					
Text Structures	<ul style="list-style-type: none"> <li>• I can identify the features of some non-fiction text types.</li> <li>• I can use a contents and index page to independently locate information.</li> <li>• I can recognise some different forms of poetry.</li> <li>• I can begin to understand the purpose of a paragraph and how it helps to group information.</li> </ul>					
Retrieving	<ul style="list-style-type: none"> <li>• I can identify and summarise the main ideas within one paragraph</li> <li>• I can use skimming to locate key information and find the answers to questions.</li> <li>• I can use a contents page and index page to independently locate information.</li> </ul>					
Understanding	<ul style="list-style-type: none"> <li>• I can ask questions to improve my understanding of the text.</li> <li>• I can recognise themes within a book.</li> </ul>					
Performing	<ul style="list-style-type: none"> <li>• I can use appropriate intonation to read aloud and perform.</li> <li>• I can use punctuation, including direct speech, to change my expression when reading aloud.</li> <li>• I can recite and perform a poem, noticing how the poet creates sound effects using rhyme or alliteration.</li> </ul>					

Predicting	<ul style="list-style-type: none"> <li>• I can predict what might happen from details stated and implied.</li> <li>• I can predict what characters may say or do next, looking for evidence in the text.</li> <li>• I can identify the setting and predict events that are likely to happen.</li> </ul>
Inferring	<ul style="list-style-type: none"> <li>• I can discuss the actions and relationships of a character and justify my view using evidence from the text.</li> <li>• I can discuss the relationship between characters based on their dialogue.</li> <li>• I can use clues from action, dialogue and description to establish my viewpoints.</li> </ul>
Writers Choice	<ul style="list-style-type: none"> <li>• I can discuss a poets word choice, focusing on rhyme or alliteration.</li> <li>• I can discuss why the author has chosen a range of vocabulary to describe a character or setting.</li> <li>• I can discuss the effect of key words or phrases used to build mood or tension.</li> </ul>
Viewpoints	<ul style="list-style-type: none"> <li>• I can recognise that authors make decisions about how the plot will develop and use different techniques to provide reactions.</li> <li>• I can notice the difference between 1<sup>st</sup> and 3<sup>rd</sup> person accounts.</li> <li>• I can discuss similarities and differences between the same author’s books.</li> <li>• I can discuss my book preferences and explain them</li> </ul>
<b>Key words to support reading and fluency</b>	
Reading Vocabulary	Book, text, author, blurb, fiction, non-fiction, word, sentence, letter, space, rhyme, phoneme, grapheme, split-diagraph, segment, blend, book, cover, beginning, end, page, word, letter, line, setting, character, event, tension, authorial choice, paragraph, skimming, scanning, dialogue, direct speech,
Common Exception Words	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas.