



Reading

Year 3

Year 3 – Reading

Where statements refer to reading texts, these should be an appropriate difficulty for Year 3

<u>R</u>	<u>Assessed</u>	<u>Examples</u>
	<u>Word Reading</u>	
1	Begin to recognise root words, prefixes and suffixes (etymology and morphology) when reading	Root words: viewing viewer viewpoint Prefixes: un-, mis-, de- Suffixes: -ing, -ly, -able
2	Read further exception words as appropriate for stage 3 noting parts of the word that are not decodable	Pretty, beautiful, improve, busy, people
	<u>Comprehension</u>	
3	Begin to listen to, enjoy and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	
4	Begin to read books that are structured in different ways, reading for a range of purposes	
5	Begin to use dictionaries to check the meaning of words that they have read	
6	Begin to increase familiarity with a wider range of books including fairy stories, myths and legends and orally retell some of these	
7	Begin to identify themes and conventions in a wide range of books	
8	Prepare poems and play scripts to read aloud and perform	
9	Recognise words and phrases that capture the reader's interest and imagination	
10	Begin to recognise some different forms of poetry	Free verse Narrative poetry
11	Check that the text makes sense, asking for or finding the meaning of unfamiliar words	
12	Ask questions to improve understanding of a text	
13	Begin to draw inferences such as inferring character's feelings, thoughts and motives from their actions	
14	Begin to predict what might happen from details stated and implied	
15	Begin to identify main ideas from more than one paragraph and summarise these ideas	
16	Begin to identify how language, structure and presentation contribute to meaning	

17	Retrieve and record information from non-fiction texts	Know that non-fiction books are structured in different ways and be able to use them effectively.
18	Join in talking about books and poems that have been read to them and that they have read, taking turns and listening to others	

Suggested questions for reading sessions with Year 3 or 4 pupils

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| <ul style="list-style-type: none"> • Were you surprised by the ending? Is it what you expected? Why? • What is the main event of the story? Why do you think this is? • How has the text been organised? • Why do you think the authors use short sentences? • How did you think it would end/should end? • Has the author used an unusual layout in the text? If so, describe it and say why you think they did this. • Has the author used a variety of sentence structures? • Has the author put certain words in bold or italics? Why have they done this?
 • Why did the author choose this title? • Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text? • Can you find some examples of effective description? What makes them effective? • Which part of the story best describes the setting? • Can you find examples of powerful adjectives? What do they tell you about the character or setting? • Can you find examples of powerful verbs? What do they tell you about the character, their actions or the setting? | <ul style="list-style-type: none"> • Can you find an example of a page you think has an interesting layout? Why did you choose it? • Why have some of the words been written in italics? • What are the subheadings for? • Why have some of the words been written in bold? • How does the layout help the reader? • What is the purpose of the pictures? • Can you find examples of words which tell you the order of something? • What kind of text is this? How do you know?
 • Why does this book contain technical vocabulary? • Find an example of a technical word. Read the sentence it is in. What do you think it means based on how it's used in the sentence? • Are there any examples of persuasive language? • Why do we need a glossary in a text? |
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