



English Curriculum: Reading

Year 3

Word Reading

By the beginning of Year 3, pupils should be able to read books written at an age appropriate interest level.

Children should be able to read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

Children should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound blending.

However, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say.

As far as possible, however, they should follow the Year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Comprehension

Teaching should be directed towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

They should develop an understanding and enjoyment of stories, poetry, plays and non-fiction, learning to read silently.

They should develop knowledge and skills in reading non-fiction about a wide range of subjects.

They should learn to justify their views about what they have read with support where necessary.

Decoding	Word Recognition	Comprehension & Understanding	Deducing	Information & Expression	Grammatical Features	Research
<p>For those who are struggling to decode - apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including,</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words,</p>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes to reading and understanding of what they read.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>	<p>Understand what they read, in books they can read independently.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p>	<p>Confident to attempt reading aloud in different contexts</p> <p>Understand how commas are used to give reading more meaning.</p> <p>Can use appropriate voices for characters and adopts a story-telling voice when needed.</p>	<p>Recognise plurals and collective nouns.</p> <p>Recognise pronouns and how they are used.</p> <p>Identify and discuss how adjectives and verbs bring reading to life.</p>	<p>Read books that are structured in different ways.</p> <p>Read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>

<p>alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry (e.g. free verse, narrative poetry)</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and predicting what might happen from details stated and implied.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Identify how apostrophes are used to show possession in reading.</p>	<p>Recognise adverbs and how they are used in their reading.</p> <p>Identify powerful verbs within reading.</p> <p>Relate tense to text type and structure.</p>	<p>Retrieve and record information from non-fiction.</p>
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