

Year 3 Learning Ladders Reading



<p>Word Reading (decoding)</p>	<p><i>*If children still have gaps in this area, refer back to Key Stage 1 statements. Children will need rapid intervention to secure these skills.</i></p> <p><i>*apply their 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 they meet</i></p> <p><i>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</i></p>
<p>Comprehension</p>	<p><i>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></p> <p><i>*reading books that are structured in different ways and reading for a range of purposes</i></p> <p><i>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i></p> <p><i>*identifying themes and conventions in a wide range of books</i></p>

Comprehension
Poetry

- *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- *recognising some different forms of poetry

Comprehension-
Word meaning

- *using dictionaries to check the meaning of words that they have read

Comprehension-
Understanding

- *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- *asking questions to improve their understanding of a text
- *identifying main ideas drawn from more than one paragraph and summarising these

Comprehension -
Inference

- *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Comprehension-
Prediction

*predicting what might happen from details stated and implied

Comprehension-
Authorial Intent

*discussing words and phrases that capture the reader's interest and imagination

*identifying how language, structure, and presentation contribute to meaning

Comprehension -
Non-fiction

*retrieve and record information from non-fiction

Comprehension-
Discussing reading

*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