

YEAR 3 ENGLISH: READING: WORD READING	
Apply their growing knowledge of root words, prefixes and suffixes to read aloud.	
Read the Year 3 words from Appendix 1, noting the unusual correspondences between spelling and sound, and where these occur in the word	
ENGLISH: READING: BOOKS AND RANGE OF READING	
Read and discussing a wide range of non-fiction, fiction and poetry	
Make links between the book they are reading and other books they have read	
Read age appropriate books with confidence and fluency (including whole novels)	
Increase their familiarity with a wide range of books, including fairy stories, and retell some of these orally	
ENGLISH: READING: VOCABULARY, LANGUAGE AND STRUCTURE	
Using dictionaries to check the meaning of words that they have read	
Discussing words and phrases that capture the reader's interest and imagination	
ENGLISH: READING: POETRY AND PERFORMANCE	
Preparing poems to read aloud and to perform,	
Recognising some different forms of poetry [for example, free verse, narrative poetry] showing understanding through intonation, tone, volume and action	
ENGLISH: READING: UNDERSTANDING AND COMPREHENSION	
Checking that the text makes sense to them and discussing their understanding and explaining the meaning of words in context	
ENGLISH: READING: INFERENCE, DEDUCTION AND PREDICTION	
Drawing inferences on the basis of what is said and done	
Predicting what might happen on the basis of what has been read so far	
ENGLISH: READING: DISCUSSION AND VIEWPOINTS	
Participate in discussion about both books that are read to them and those they can read for themselves	
ENGLISH: READING: NON-FICTION BOOKS, SUMMARY AND RETRIEVAL	
Identifying main ideas drawn from one paragraph	
<u>Retrieve and record information from non-fiction</u>	

BOLD Statements needed for Greater Depth

EME – EMERGING	WTS – WORKING TOWARDS	EXP - EXPECTED STANDARD	GD – GREATER DEPTH
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