

# Year 3 Reading Curriculum Objectives

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## Reading – Year 3

### Word Reading

**Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.**

Identify a range of prefixes in text to explore how these change the meanings of nouns, e.g., super, anti, auto.

Explore and generate word families from text to show how words are related in form and meaning, e.g., solution / solve, dissolve / insoluble.

Use further prefixes and suffixes and understand how to add them. (Spelling, Year 3)

Formation of nouns using a range of prefixes, such as super-, anti-, auto-. (VG&P, Year 3)

**Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.**

Read words from the Word list - Years 3

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## Reading – Year 3

### Comprehension

#### Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Listen to, read and discuss an increasingly wide range of books.

Make more precise vocabulary choices, and use descriptive words and phrases, e.g., when discussing story language.

Compare and discuss story themes, settings (time and place), characters and plots linking directly to texts.

Tell and re-tell stories.

Self-select books according to personal interest, preference and recommendations, giving reasons for their selection.

#### Identifying themes and conventions in a wide range of books.

##### Identify and discuss themes and conventions in what they read, e.g.:

good over evil;

wise and foolish;

weak over strong;

the use of magical devices in fairy stories and folk tales;

villains and heroes;

friendship;

bullying.

#### Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Prepare and perform poems.

Prepare and perform play scripts.

Show an understanding of poems and play scripts by:

using appropriate intonation, tone, volume or actions when performing;

identifying appropriate intonation, tone, volume or actions in other's performance offering constructive comments.

#### Discussing words and phrases that capture the reader's interest and imagination.

##### Explore how authors use words and phrases to create impact and to engender a love of language, e.g.:

varied sentence structure, such as, fronted adverbials (Like a flash, he was out of the classroom and away.);

adverb starters, such as, 'Unfortunately, the train had already left;';

adjectives and expressive verbs;

alliteration;

simile and metaphor;

idioms;

word play.

#### Recognising some different forms of poetry [for example, free verse, narrative poetry].

Listen to, read and discuss different forms of poetry.

Identify and compare features of different poetic forms.

#### Retrieve and record information from non-fiction.

##### Locate information in non-fiction texts using a range of features including:

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indexes;

glossaries;

contents page;

headings and sub-headings;

tables and charts.;

maps, diagrams and labels.

Skim and scan to locate key information, incorporating techniques such as highlighting and annotating.

## **Record and retrieve information gathered in various non-fiction formats, e.g.:**

flow charts;

labelled diagrams;

tables and charts.

## **Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.**

Use prior knowledge to link topic or events from the book to their own experience or previous reading.

Use the grammar and context to read the text accurately.

Re-read text, read on and use context and grammar to explain the meaning of unknown words.

Use knowledge of word structures and origins to develop an understanding of word meanings.

Independently choose when to use a dictionary.

Explain the meaning of the text in own words.

## **Asking questions to improve their understanding of a text.**

Ask questions to clarify meaning of words, character's intent, events, plot, setting, and text structure, etc.

Generate questions about the text, such as, 'What questions would you like to ask the characters?'

This could be through drama and role play, such as, hot seating, freeze framing, thought taping, ask the expert.

## **Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.**

Empathise with characters, e.g., through use of a visualisation technique such as, freeze framing to infer the nature of relationships and emotional responses through capturing and interpreting facial expressions and body language

Use prior knowledge and clues from the text to infer why a character behaved / reacted in a specific way, e.g., Understand how previous events in a text would have left a character feeling and how that might affect their reactions.

Use text evidence to infer how a character may be feeling or what they could be thinking at specific moments in the narrative, e.g., 'Why was a character behaving in a specific way? What clues are there to suggest this in the text?'

Answer inferential questions by stating a point, backing it up with evidence from the text and explain thinking, e.g., 'Why did Little Red Riding Hood set off straight away to her Grandmother's?'

## **Predicting what might happen from details stated and implied.**

Make regular predictions about characters, events and actions as text is read justifying reasons with reference to the text.

Make and justify literal predictions across a text, e.g. 'When Red Riding Hood says, "What BIG teeth you have, Granny," I predict ...'

Make and justify predictions from what is implied, e.g.:

I predict that the bullies will not leave Tom alone and will return to demand more money because it says in the text, "With a smile which didn't reach her eyes, Sonia hissed, 'See you soon Tommy ...'"

## **Identifying main ideas drawn from more than one paragraph and summarising these.**

Use an opening sentence of a paragraph to explain what it is about.

Read a text closely, e.g., Highlight key words or phrases, main points or important information.

Use information to summarise key themes of a paragraph in their own words, including:

re-telling main points of a story in sequence.

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identifying key facts of a non-fiction text.

reading a short paragraph (non-fiction) and composing an appropriate sub-heading.

Discuss, identify and summarise main ideas about how characters feelings, behaviour and relationships change across a text.

## Identifying how language, structure, and presentation contribute to meaning.

Identify how language contributes to meaning, e.g., Identify how words and phrases are used to build suspense, atmosphere, setting and character profile.

### Identify some of the differences between language used in:

fiction and non-fiction;

formal and informal texts.

Identify how structure and presentation contributes to meaning by exploring and learning the conventions of different text types, e.g.:

greetings in letters: or

a diary written in the first person.

### Identify how figurative and expressive language is used to create images and atmosphere, including:

simile;

metaphor;

personification;

repetition for emphasis;

alliteration.

### Identify and understand how some presentational devices contribute to meaning, including:

indexes;

glossaries;

contents page;

headings and sub-headings;

tables and charts;

maps, diagrams and labels.

## 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.

Express ideas and viewpoints across a range of genres, and with support, justify ideas, e.g., Identify specific words or phrases to support a viewpoint.

Ask and respond to questions using evidence from the text.

### Actively listen to others by:

maintaining eye contact with audience;

demonstrating they are listening through body language;

adapting and changing viewpoints in response to others.

## Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Discuss personal point of view and justify opinions.

Make book recommendations giving reasons for choices.

Talk about favourite events, characters, and theme in fiction

Listen to and discuss plays.

Listen to and discuss poetry.

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Discuss the different structures of some non-fiction textbooks.

Discuss and compare facts, in non-fiction and reference texts, related to ongoing learning in the classroom.

Read extensively favourite authors or genres and experiment with other types of text.

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. (Composition, Year 3/4)

## Reading books that are structured in different ways and reading for a range of purposes.

**Discuss and read a range of genres with increasingly different structures and a more diverse range of purposes through:**

narrative, e.g., stories with historical settings, stories set in imaginary worlds, stories from other cultures;

stories which raise issues / dilemmas;

play scripts;

poetry;

instructional texts;

explanation texts;

non-chronological reports;

recounts, e.g., newspapers, magazines;

persuasive texts.

Self-select books for a specific purpose.

## Using dictionaries to check the meaning of words that they have read.

Use the first two / three letters of a word to locate words in a dictionary.

Use the quartiles of a dictionary to more efficiently locate a word.

Use the words typed at the top of the dictionary page to efficiently locate the target word.

Use the first two or three letters of a word to check its spelling in a dictionary. (Spelling, Year 3/4)