

In Year 3, the children will be taught the following objectives:

Year 3 Word Reading

Read words containing common prefixes, e.g. dis-, mis-, in-, il-, im-, ir-, re-

Read words containing common suffixes, e.g. -ly, -ous.

Read further exception words, e.g. address, appear, arrive, breath, breathe, calendar, complete, consider, continue, describe, different, difficult, early, earth, enough, experiment, extreme, famous, favourite, forwards, fruit, grammar, group, heard, heart, history, imagine, interest, island, learn, material, natural, often, ordinary, particular, peculiar, perhaps, popular, possess, possible, potatoes, promise, purpose, quarter, regular, remember, separate, special, strange, therefore, though, thought, through, woman/women

Identify the unusual correspondences between spelling and sound in the common exception words.

When reading unfamiliar words, test out different pronunciations (e.g. in reading 'technical', the pronunciation 'tetchnical' might not sound familiar, but 'teknical' should).

Respond to a wide range of punctuation in reading.

Orally retell some familiar books, including fairy stories, myths and legends, by recalling the main points in sequence (may need images to support).

Identify some simple connections between texts, e.g. similarities in plot, topic, or books by same author, about same characters. Show an awareness that books are set in different times and places.

Recognise some different forms of poetry e.g. acrostic, haiku, cinquains, shape poems.

Prepare poems to read aloud, showing understanding through intonation, tone and volume.

Prepare play scripts to read aloud, showing understanding through intonation, tone and volume.

Year 3 Comprehension

Know that a dictionary or glossary can be used to check the meaning of words.

Identify the main idea from within a paragraph.

Able to self-correct and re-reads when reading does not make sense.

Identify simple, most obvious points to show understanding (though there may also be some misunderstanding, e.g. about information from different places in the text).

Ask questions to improve my understanding of a text.

Make inferences about characters' feelings from their actions (e.g. 'Sam tumbled onto the floor and tears began to run down his cheeks.' How is Sam feeling? Sad).

*Justify inferences about characters' feelings with a single piece of evidence from the text (e.g. 'Because he is crying').
Predict what might happen from details stated.*

Comment on basis, effective language features (e.g. rhyming words and refrains, adjectives) that may capture the reader's interest and imagination (e.g. "slimy" is a good word there').

Know where to find a content page and I can explain what it is for.

Explain the function of some organisational/structural features of different texts (e.g. types of punctuation, labels, headings, sub-headings, bullet points, captions).

Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (both those that are read to me and those that I can read for myself).