

Gamston St Peter's CofE Primary School - Key Learning in Reading: Year 3

Word Reading	Comprehension
<p>Use knowledge of root words to understand meanings of words.</p> <p>Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>-mis-</i>, <i>re-</i>.</p> <p>Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-ous</i>.</p> <p>Read and understand meaning of words on Y3/4 word list – see bottom.</p> <p>Use intonation, tone and volume when reading aloud.</p> <p>Take note of punctuation when reading aloud.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ● Listening to and discussing a range of fiction, poetry, plays, non-fiction. ● Regularly listening to whole novels read aloud by the teacher. ● Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion. ● Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc.</i> ● Recognising some different forms of poetry e.g. <i>narrative, free verse</i>. ● Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>. ● Using dictionaries to check meanings of words they have read. ● Sequencing and discussing the main events in stories. ● Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales, Rudyard Kipling Just So Stories</i>. ● Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>. ● Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>. ● Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination. ● Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Understand what they read independently by:</p> <ul style="list-style-type: none"> ● Discussing their understanding of the text ● Explaining the meaning of unfamiliar words by using the context ● Making predictions based on details stated ● Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>. ● Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text

- Using point and evidence to structure and justify responses.
- Discussing the purpose of paragraphs.
- Identifying a key idea in a paragraph.
- Retrieve and record information from non-fiction
- Evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.*
- Quickly appraising a text to evaluate usefulness.
- Navigating texts in print and on screen.
- Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say
- Developing and agreeing on rules for effective discussion.
- Making and responding to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*