

**Subject: English Reading Year 3**

What are the aims and intentions:

That all the children:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

**Previous Links:**

- Phonics
- Word reading
- Comprehension

Unit	Autumn	Spring	Summer
Word reading	<p>Uses a range of strategies when reading aloud when prompted</p> <p>Reads age-appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words</p> <p>Experiments with different pronunciations when reading unfamiliar, longer words</p> <p>Makes good approximations of a word's pronunciation</p>	<p>Begins to use a range of strategies when reading independently</p> <p>Self-corrects using the appropriate strategies</p> <p>Discusses meaning of new words based on understanding of root words, prefixes and suffixes</p> <p>Begins to read ahead looking for clues to determine meaning</p>	<p>Reads a range of texts with fluency, understanding and expression</p> <p>Talks about different strategies that can be used to help make sense of reading</p> <p>Begins to select the most effective strategy</p> <p>Self-corrects without prompting when necessary</p>
Comprehension	<p>Listens to, and discusses, a wide range of fiction poetry, plays, non-fiction, textbooks and reference books</p> <p>Reads independently and can talk about what has been read</p> <p>Makes inferences from texts and can explain these</p> <p>Identifies the main points of a text</p> <p>Makes predictions based on evidence from the text and can explain these</p>	<p>Begins to read silently for short periods of time</p> <p>Reads books that are structured in different ways</p> <p>Begins to ask questions to improve understanding of the text</p> <p>Recognises the author makes choices regarding the vocabulary used</p> <p>Discusses words and phrases that capture the reader's interest and imagination</p>	<p>Reads silently for longer periods of time</p> <p>Reads for a range of purposes</p> <p>Checks reading makes sense</p> <p>Talks about their understanding and tries to explain the meaning of words in context</p> <p>Reads and discusses a variety of text types</p> <p>Talks about personal likes and dislikes of books read and, when prompted, can support these views and opinions with reasons</p> <p>Asks questions to improve understanding of the text</p> <p>Infers reasons for action and events</p> <p>Identifies words and phrases used to create mood and tension</p>

	Recognises that books are structured in different ways for different audiences and purposes	Recognises that authors make choices regarding the layout of text / information Explains how the structure of a text has impact on the reader Begins to recognise different forms of poetry Selects books based on awareness of reading preferences	Offers reasons for authors' choice of vocabulary Begins to summarise what has been read Picks out key points when sequencing fiction Offers explanation for layout or organisational features used within a text Makes comparisons between stories and between non-fiction texts comparing like with like Identifies some different forms of poetry Prepares poetry to be read aloud
Key vocabulary	Subheading, inverted commas, preposition, direct / indirect speech, clause, paragraph, subordinate clause, column, consonant, tables, vowel, suffix, prefix		
Key skills	phonological awareness, Decoding, Fluency, Vocabulary, Retrieval, Sequencing, Inference, Predicting		
Cultural Capital	National Literacy Day, World Poetry day, World Book day, National library week, Children's book week, Storytelling week		
	Links with all curriculum areas		