

Year Three

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Decoding & Word Reading (1500-2000 words)	<p>Know that phonics is one strategy to help read unfamiliar words.</p> <p>Know when phonics strategies will help to read a word and when they will not.</p> <p>Know what a root word is.</p> <p>Understand how to use a root word to help me read unfamiliar words.</p> <p>Know what prefixes and suffixes are.</p>	<p>Use root words to help me understand the meaning of unfamiliar words.</p> <p>Understand how prefixes and suffixes can change the meaning of a word.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Begin to use prefixes and suffixes to read unfamiliar words.</p> <p>Begin to use prefixes and suffixes to understand the meaning of unfamiliar words.</p> <p>Know that some word may have a similar pronunciation but may be written differently.</p>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</p>	<p>Know that unfamiliar words can be read by using knowledge of similar words (analogy).</p>	<p>Use analogy, drawing on pronunciation of similar known words to read others.</p>
	<p>A Year Three reader will engage in reading by:</p> <ul style="list-style-type: none"> • Applying their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet; • Reading further exception words (some from Y3-4 list); • Decoding most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation. 					

<p>Fluency & Phrasing (110 wpm)* *Reading speeds are approximate guides to average words per minute and pace of reading is only one indicator of fluency.</p>	<p>Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency.</p> <p>Read on sight all Year Two common exception words.</p> <p>Gradually internalise the reading process to read silently.</p>		<p>Read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.</p> <p>Read some further exception words for Y3-4.</p> <p>Read new words outside their spoken vocabulary, making a good guess at pronunciation.</p>	<p>When reading aloud, speak audibly and with growing fluency.</p> <p>Confidently read to themselves, with a focus on reading for pleasure.</p>		
<p>Literal Understanding & Retrieval* *See Appendix One 'Understanding Retrieval' for further guidance on how to teach skills to support successful retrieval.</p>	<p>Check understanding in any book or text read.</p> <p>Ask questions to ensure understanding of a text.</p> <p>Know that there will be unfamiliar words in a text.</p> <p>Know that texts have a main idea.</p> <p>Know that the organisation and layout of a text supports understanding.</p>	<p>Identify the main idea in a text.</p> <p>Know how to find key words or information in a non-fiction text.</p>	<p>Ask questions to deepen understanding of a text.</p> <p>Use the context of unfamiliar words to explain their meaning.</p> <p>Give a personal response to a text.</p> <p>Know that the main idea in a narrative may also have a message for the reader.</p> <p>Recognise that books may have similar themes.</p>	<p>Use evidence from the text to support responses.</p> <p>Use clues from the text to predict what might happen next.</p> <p>Know that the message in a book is called the theme.</p> <p>Record key words or information found in a non-fiction text.</p> <p>Identify the organisation and layout in text.</p>	<p>Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</p> <p>Explain personal responses.</p> <p>Know that characters' actions tell the reader about their thoughts, feelings and motives.</p> <p>Give reasons for predicting what might happen next.</p> <p>Explain how the</p>	<p>Listen to others' personal responses to a text.</p> <p>Adapt own response in light of others' responses.</p> <p>Infer characters' feelings thoughts and motive from their actions.</p>

			Understand that the organisation and layout may be different depending on the purpose of the text.		organisation and layout helps us to understand the text.	
<p>A Year Three Reader will learn to:</p> <ul style="list-style-type: none"> • Become more familiar with retrieving facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used); • Scan for alternative synonyms or phrases; • Check the accuracy of what they are retrieving by reading around the words or phrases they find; • Locate and discuss words and phrases they find interesting; • Ask questions which improve their own understanding. 						
<p>Response To Text*</p> <p>*Response to text is an important element in the pupil's repertoire of reading skills. It is less about comprehension of the words on the page, and more about the pupil's reactions and responses to the text and author. This involves the more discursive aspects of reading, when we join together with others and discuss texts. We are asking the reader to have a viewpoint and express and opinion.</p>	<p>Know that there are different kinds of narrative stories.</p> <p>Understand that a sequence of events in a narrative is called the plot.</p> <p>Identify the plot in a narrative.</p>	<p>Know that there are different forms of poetry.</p> <p>Recognise and name different types of poems which have been introduced.</p> <p>Know that words and language in poems creates effects.</p>	<p>Understand that narratives can have different plot structures.</p> <p>Know that writers choose words and language to create an effect on the reader.</p> <p>Discuss a range of narrative stories and their similarities and differences.</p>	<p>Talk about the different plot structures in genres read.</p> <p>Find effective words and language in reading that writers have used to create effects.</p> <p>Understand that there can be more than one interpretation of a poem.</p>	<p>Recognise words and language that show the setting of a book - historical, cultural or social.</p> <p>Explain why a writer makes choices about words and language used.</p> <p>Record words and language from reading to use in their own writing.</p>	<p>Discuss meaning of specific or unusual words used by authors to create effects.</p> <p>Explain why a writer has chosen specific words and language</p> <p>Retell some stories written by the same author by heart.</p> <p>Prepare a poem to</p>

			<p>Choose books for specific purposes.</p> <p>Discuss the meaning of unfamiliar words.</p>	<p>Understand that the meaning of poems can be enhanced through performance.</p> <p>Watch performances of poems.</p>	<p>Make connections between books written by the same author.</p> <p>Discuss how the meaning of a poem is enhanced through performance.</p> <p>Identify the intonation, tone, volume and action used to enhance meaning in a performance poem.</p>	<p>read aloud and perform, showing understanding through intonation, tone, volume and action.</p>
<p>A Year Three reader will develop positive attitudes to reading and understand of what they have read by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books; • Participating in discussions about both texts that are read to them and those that they can read for themselves, taking turns and listening to what others say; • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally; • Discussing words and phrases that capture their interest and imagination; • Beginning to identify how language, structure and presentation contribute to meaning; • Expressing preferences for text type. 						
<p>Inferential Reading Skills</p> <p><i>*See Appendix Two 'Progression Of Inferential Reading' for further guidance.</i></p>	<p>Identify themes across the text, with support e.g. loyalty and treachery in <i>The Lion, the Witch and The Wardrobe</i>.</p> <p>Draw inferences such as characters'</p>	<p>Begin to justify their inferences by locating evidence in the text.</p> <p>Predict what might happen from implied details or from other stories, they know.</p>	<p>Justify their inferences by locating evidence in the text.</p>			

	<p>feelings, thoughts and motives for their actions e.g. why Edmund lied.</p>		
	<p>A Year Three reader will develop their inference skills by:</p> <ul style="list-style-type: none"> • Using dictionaries check meanings of new vocabulary; • Talking about what words mean in context, with support. 		
<p>Stimuli *See Appendix Three: Text Map for other linked texts.</p>	<p><u>Through The Ages (History)</u> <u>Linked Text:</u> Stig Of The Dump</p>	<p><u>Rocks, Relics and Rumbles (Geography)</u> <u>Linked Text:</u> The Fire-Maker's Daughter</p>	<p><u>Emperors and Empires (History)</u> <u>Linked Text:</u> Romans Tales: The Goose Guards</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • letter • word • sentence • phoneme • grapheme • diagraph • trigraph • root word • prefix • suffix • analogy • etymology • morphology • pronunciation • homophone 		