



READING - YEAR 3

Aspect	Autumn	Spring	Summer
Phonics	<ul style="list-style-type: none"> • I know that phonics is one strategy to help me read unfamiliar words. • I know when phonic strategies will help me to read a word and when they will not. • I know what a root word is. • I understand how to use a root work to help me read unfamiliar words. • I know how to use root words to help me read unfamiliar words. • I know how to use root words to help me understand the meaning of unfamiliar words. • I know what prefixes and suffixes are. • I understand how prefixes and suffixes a change the meaning of a word. • I know how to use prefixes and suffixes to read unfamiliar words. • I know how to use prefixes and suffixes to understand the meaning of unfamiliar words. 	<ul style="list-style-type: none"> • I understand how to apply knowledge or root works, prefixes and suffices to read aloud and to understand the meaning of unfamiliar words. • I know that some words may have a similar pronunciation but may be written differently. • I know that some of these are unusual. • I know how to use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. • I know that unfamiliar words can be read by sing knowledge of similar words (analogy). 	<ul style="list-style-type: none"> • I use analogy, drawing on the pronunciation of similar known words to read others.

<p>Reading For Pleasure</p>	<ul style="list-style-type: none"> • I know that these are different kinds of narrative stories. • I understand that a sequence of events in a narrative is called the plot. • I can identify the plot in a narrative. • I know how to use a dictionary to check out find then meaning of the new words. • I know that there are different kinds of non - fiction books. • I know that non-fiction books are structured in different ways. • I know how to use a nonfiction book to find identified information. • I know how to identify any word that are unfamiliar. 	<ul style="list-style-type: none"> • I understand that narratives can have differently structured plots. • I know how to talk about the different plot structures in genres read. • I know that writers choose words and languages to create an effect on the reader. • I know how to find effective words and language in reading that writers, have used to create effects. • I know how to discuss a range of narrative stories and their similarities and differences. • I know how to choose books for specific purposes. • I know how to discuss the meaning of unfamiliar words identified. 	<ul style="list-style-type: none"> • I know how to recognise the literary language typical of narrative genres read. • I know how to recognise words and language that show the setting of a book - historical cultural or social. • I know how to explain why a writer makes choices about words and language used. • I know how to discuss meaning of specific or unusual words used by authors to create effects. • I know how to explain why a writer has chosen specific words and language. • I know how to record words and language from reading to use my own writing. • I know how to make connections between books written by the same author. • I know how to re-retell some of stories written by the same author by heart.
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Reading For pleasure - poetry	<ul style="list-style-type: none"> • I know that there are different forms of poetry. • I know how to recognise and name different types of poems which have been introduced. • I know that words and language in poems create effects. 	<ul style="list-style-type: none"> • I can discuss the meaning of words and language in poems. • I understand that there can be more than one interpretation of a poem. • I understand that the meaning of poems can be enhanced through performance. • I watch performances of poems. 	<ul style="list-style-type: none"> • I know how to discuss how the meaning is enhanced through performance. • I know how to identify that intonation, tone, volume and action can be used to enhance meaning. • I know how to prepare poems to read aloud and to preform, showing understanding thought intonation, tone, volume and action.
Reading accurately, with fluency and with Understanding	<ul style="list-style-type: none"> • I check understanding in ay book or text that I read • I know how to ask questions to ensure understanding of a text. • I know that there will be unfamiliar words in a text. • I know that texts have a main idea. • I know how to identify the main idea of a text. • I know that the organisation and layout of a book helps me to understand it. • I know how to find key words or information in a non-fiction text. 	<ul style="list-style-type: none"> • I ask questions to deepen understanding of a text. • I use the context of unfamiliar words to explain their meaning. • I give a personal response to a text. • I use evidence from the text to support my response. • I use clues from the text to predict what might happen next. • I know that the main idea in a narrative may also have a message for the reader. • I know that the message in a book is called the theme. • I recognise that bools may have similar themes. • I understand that the organisation and layout may be different according to the purpose of the book. • I know how to record key words or 	<ul style="list-style-type: none"> • I know how to check the meaning of any unfamiliar words, thorough questioning, discussion or use of dictionaries. • I know how to explain my personal response. • I know how to listen to others' personal responses to a text. • I know how to adopt own response in the light of others' responses. • I know that characters' actions can tell the reader about their thoughts, feelings and motives. / • I infer character feelings, thoughts and motives from either actions. • I know how to give reasons for predicting what might happen next. • I know how to identify the organisation and layout in books. • I know how to explain how the

		information found in an on-fiction text.	organisation and layout helps me understand it.
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