

Year 3	
Decoding text	Read age-appropriate texts accurately by:
	knowing unusual phoneme/ grapheme correspondences
	reading most words automatically including many Y3/4 further exception words
	breaking unfamiliar words in different ways and quickly combining to read
	Including:
	• noticing root words, prefixes, suffixes, (including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, -tion, -sion, -ssion, -cian) • using syllable boundaries
	Develop reading fluency by:
Comprehending Text	independently re-reading text that required some slow decoding or when the text doesn't make sense to them
	using a wider range of punctuation to read texts at a good pace, with appropriate intonation and expression
	Develop the language and vocabulary needed to understand text by:
	discussing alternative meanings of words and phrases and choosing the most appropriate
	knowing how to use the quantiles of the dictionary to locate and find out the meaning of unfamiliar words they have read
	Understand texts they can read accurately and fluently and those they listen to by:
	drawing on background knowledge to identify themes in a text
	asking themselves questions
	making sensible predictions as they read from information stated and implied
	noticing when they encounter parts of the text they do not understand and actively using a range of strategies to support their understanding
	integrating information from different parts of the text as they read and knowing when and how to relate their background knowledge to the text to explain characters' motives, feelings and attitudes.
	considering their thinking and explaining how they arrived at their assumptions.

	identifying main ideas drawn from more than one paragraph and summarising these
Responding to text	<i>Show their understanding of texts they have heard and read by:</i>
	participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others
	discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends
	retrieving and recording significant information in fiction and non-fiction texts and using this to answer literal and inferential questions
	<i>Develop a positive attitude to reading by:</i>
	reading, listening to, discussing, and retelling a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends
	reading books by authors they have not met before and considering why others might want to read them
Analysing Text	<i>Evaluate how authors use language structures and presentation by:</i>
	recognising how paragraphs, headings, and subheadings help organise ideas.
	identifying and discussing figurative language e.g., similes, descriptive phrases, with support
	discussing how words and phrases capture the reader's interest and imagination

Vocabulary	Audience Character Compare Comprehension Decode Explanation Features Feelings Fiction Inference Intonation Justify Narrative poetry Non-fiction Play script Plot Poetry Predict & Prediction Presentation Retrieve Summarise
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