Year 3 Reading Objectives

	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
1. Word Reading - Fluency and Decoding																															
3.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet																															
3.1.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word																															
3.1.a.3 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent																															
3.1.a.4 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered																															
3.1.a.5 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation																															
3.1.a.6 Re-read these books to build up their fluency and confidence in word reading																															
3.1.a.7 In Age Appropriate books: read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute																															
2. Comprehension - (A) Range of Reading																															
3.2.a.1 Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks																															
3.2.a.2 Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes																															
2. Comprehension - (B) Familiarity of Texts																															
3.2.b.1 Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally																															
3.2.b.2 Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in a wide range of writing																															
2. Comprehension - (C) Poetry and Performance																															
3.2.c.1 Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action																															
3.2.c.2 Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry, (e.g. free verse, narrative poetry)																															
2. Comprehension - (D) Word Meanings																															
3.2.d.1 Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read																															
2. Comprehension - (E) Understanding																															
3.2.e.1 Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context																															

3.2.e.2 Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text																														
3.2.e.3 Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these																														
2. Comprehension - (F) Inference																														
3.2.f.1 Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence																														
2. Comprehension - (G) Prediction																														
3.2.g.1 Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied																														
2. Comprehension - (H) Authorial Intent																														
3.2.h.1 Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination																														
3.2.h.2 Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning																														
2. Comprehension - (I) Non Fiction																														
3.2.i.1 Retrieve and record information from non-fiction																														
3.2.i.2 To accurate locate information independently in Non Fiction text in order to answer specific questions.																														
3.2.i.3 To discuss all features of Non Fiction Texts and identify the purpose of this structure. For example the use of photograms or diagrams.																														
3.2.i.4 In comprehension lessons / exercises to accurate respond to a range of non fiction questions from age appropriate text.																														
3.2.i.5 To locate the specific vocabulary and explain the meaning of words subject specific words in relation to the key theme of the text.																														
2. Comprehension - (J) Discussing Reading																														
3.2.j.1 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say																														
3.2.j.1 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves																														
3. Greater Depth Statements (Focus Education) Above 110 scaled score																														
3.3.1 Skim materials and note down different views and arguments																														
3.3.2 Pause appropriately in response to punctuation and/or meaning																														
3.3.3 Justify predictions by referring to the story																														
3.3.4 Begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language																														
3.3.5 Read ahead to determine direction and meaning in a story																														
3.3.6 Investigate what is known about the historical setting and events and their importance to the story																														
3.3.7 Deduce from the evidence in the text what characters are like																														
3.3.8 Explore figurative language and the way it conveys meaning succinctly																														
3.3.9 identify the way a writer sets out to persuade																														
3.3.10 Explore the relationship between a poet and the subject of a poem																														

2) Comprehension Note for references to 'age-appropriate' texts: The English programmes of study: key stages 1 and 2 (page 26) states that 'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. That is why the programme of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.' It goes on to say (page 35) that 'Pupils should continue to apply what they have already learnt to more complex writing.' For this reason, the 'What to look for' descriptors read very similarly across the year groups for comprehension, so progression is achieved by increasing the complexity and challenge of what pupils are being asked to read and the questions they are being asked to discuss. The examples given are drawn from 'age-appropriate' texts. Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group.																																