Year 3 Autumn

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| **Book Talk – Understanding and Discussing** | **Word Meanings/Vocabulary** | **Authorial Intent** |
| * Check the text makes sense, reading to the punctuation and usually re-reading or self-checking
* Explain and discuss their understanding of the text (e.g. explaining events or describing a characters’ actions)
* Identify how language, structure and presentation contribute to meaning
* Listen to and discuss a range of non-fictions texts that are structured in different ways
* Retrieve and record information from texts
* Engage with a range of texts, making choices and explaining preferences
* Talk about books read both in and out of school
* During discussion about texts, ask questions to improve their understanding; take turns and listen to what others’ have to say
* Ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives
* Justify predictions using evidence from the text
* Use relevant prior knowledge to make predictions
* Begin to use quotations from the text
* Begin to distinguish between the important and less important information in a text
 | * Determine the knowledge of new words by sometimes applying morphological and etymological knowledge of root words, suffixes and prefixes
* Explain the meaning of words in context
* Link new meanings to known vocabulary
 | * Discuss words and phrases that capture the readers’ interest and imagination
* Identify how language, structure and presentation contribute to meaning
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| **Fluency** | **Poetry and Performing/Oracy** | **Range of Reading/Familiarity of Texts** |
| * Read at a speed sufficient for them to focus on understanding with some support
* Know the full range of GPCs and use phonics skills consistently and automatically to address unfamiliar or challenging words
* Take note of punctuation when reading aloud and change voice in response to this
* Try out different pronunciations of words to find the correct way to read
* Continue to use a phonic based approach to reading new words, exploring units of words such as syllables, words within words and common spelling patterns
 | * Prepare poems and playscripts to read aloud and perform – showing appropriate intonation and volume when reciting and reading aloud
 | * Listen to, discuss and express views about a wide range of texts – sometimes at a level beyond which they can read independently
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Year 3 Spring

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| **Book Talk – Understanding and Discussing** | **Word Meanings/Vocabulary** | **Authorial Intent** |
| * Check the text makes sense, reading to the punctuation and usually re-reading or self-checking
* Explain and discuss their understanding of the text (e.g. explaining events or describing a characters’ actions)
* Identify how language, structure and presentation contribute to meaning
* Listen to and discuss a range of non-fictions texts that are structured in different ways
* Retrieve and record information from texts
* Engage with a range of texts, making choices and explaining preferences
* Talk about books read both in and out of school
* During discussion about texts, ask questions to improve their understanding; take turns and listen to what others’ have to say
* Ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives
* Justify predictions using evidence from the text
* Use relevant prior knowledge to make predictions
* Begin to use quotations from the text
* Begin to distinguish between the important and less important information in a text
* Give a brief, verbal summary of a story
* Learn the skill of skim and scan to retrieve details
* Infer characters’ feelings, thoughts and motives from their stated actions
* Justify inferences by referencing a specific point in the text
 | * Determine the knowledge of new words by sometimes applying morphological and etymological knowledge of root words, suffixes and prefixes
* Explain the meaning of words in context
* Link new meanings to known vocabulary
* Find the meaning of new words using substitution within a sentence
 | * Discuss words and phrases that capture the readers’ interest and imagination
* Identify how language, structure and presentation contribute to meaning
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| **Fluency** | **Poetry and Performing/Oracy** | **Range of Reading/Familiarity of Texts** |
| * Read at a speed sufficient for them to focus on understanding with some support
* Know the full range of GPCs and use phonics skills consistently and automatically to address unfamiliar or challenging words
* Take note of punctuation when reading aloud and change voice in response to this
* Try out different pronunciations of words to find the correct way to read
* Continue to use a phonic based approach to reading new words, exploring units of words such as syllables, words within words and common spelling patterns
* Decode most new words outside their spoken vocabulary
* Use appropriate intonation, expression, tone and volume when reading aloud
 | * Prepare poems and playscripts to read aloud and perform – showing appropriate intonation and volume when reciting and reading aloud
 | * Listen to, discuss and express views about a wide range of texts – sometimes at a level beyond which they can read independently
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Year 3 Summer

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| **Book Talk – Understanding and Discussing** | **Word Meanings/Vocabulary** | **Authorial Intent** |
| * Check the text makes sense, reading to the punctuation and usually re-reading or self-checking
* Explain and discuss their understanding of the text (e.g. explaining events or describing a characters’ actions)
* Identify how language, structure and presentation contribute to meaning
* Listen to and discuss a range of non-fictions texts that are structured in different ways
* Retrieve and record information from texts
* Engage with a range of texts, making choices and explaining preferences
* Talk about books read both in and out of school
* During discussion about texts, ask questions to improve their understanding; take turns and listen to what others’ have to say
* Infer characters’ feelings, thoughts and motives from their stated actions
* Justify inferences by referencing a specific point in the text
* Ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives
* Justify predictions using evidence from the text
* Use relevant prior knowledge to make predictions
* Learn the skill of skim and scan to retrieve details
* Begin to use quotations from the text
* Begin to distinguish between the important and less important information in a text
* Give a brief, verbal summary of a story
* Begin to record a written summary with support
* Identify themes from a wide range of books
* Deepen the understanding of texts by asking and answering their own questions and the questions of others
* Begin to know preferred authors and texts types
* Identify characteristics of non-fiction texts and recognise typical presentational features
 | * Determine the knowledge of new words by sometimes applying morphological and etymological knowledge of root words, suffixes and prefixes
* Explain the meaning of words in context
* Link new meanings to known vocabulary
* Find the meaning of new words using substitution within a sentence
* Identify how language choices help to build meaning
* Use dictionaries to check meanings
 | * Discuss words and phrases that capture the readers’ interest and imagination
* Identify how language, structure and presentation contribute to meaning
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| **Fluency** | **Poetry and Performing/Oracy** | **Range of Reading/Familiarity of Texts** |
| * Read at a speed sufficient for them to focus on understanding with some support
* Know the full range of GPCs and use phonics skills consistently and automatically to address unfamiliar or challenging words
* Use appropriate intonation, expression, tone and volume when reading aloud
* Take note of punctuation when reading aloud and change voice in response to this
* Decode most new words outside their spoken vocabulary
* Try out different pronunciations of words to find the correct way to read
* Continue to use a phonic based approach to reading new words, exploring units of words such as syllables, words within words and common spelling patterns
* Read most common exception words by sight, including all those in the Year 2 spelling appendix – noting unusual correspondence between spelling and sound
* Read with fluency, a range of age-appropriate texts
 | * Prepare poems and playscripts to read aloud and perform – showing appropriate intonation and volume when reciting and reading aloud
* Recognise some different forms of poetry and explain their differences
 | * Listen to, discuss and express views about a wide range of texts – sometimes at a level beyond which they can read independently
* Identify themes and conventions in a range of texts
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