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 |
| **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 | |

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 |
| **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 | |

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 |
| **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 | |