

Willow Primary Academy Reading End Points – Year 3



Year 3 Autumn

Book Talk – Understanding and Discussing	Word Meanings/Vocabulary	Authorial Intent
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Prepare poems and playscripts to read aloud and perform – showing appropriate intonation and volume when reciting and reading aloud 	<ul style="list-style-type: none"> - 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

Book Talk – Understanding and Discussing	Word Meanings/Vocabulary	Authorial Intent
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Prepare poems and playscripts to read aloud and perform – showing appropriate intonation and volume when reciting and reading aloud 	<ul style="list-style-type: none"> - 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

Book Talk – Understanding and Discussing	Word Meanings/Vocabulary	Authorial Intent
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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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