<table>
<thead>
<tr>
<th>Key Learning in Reading: Year 3</th>
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<tbody>
<tr>
<td><strong>Word Reading</strong></td>
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<tr>
<td>As above and:</td>
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<tr>
<td>- Use knowledge of root words to understand meanings of words.</td>
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<tr>
<td>- Use prefixes to understand meanings e.g. un-, dis-, mis-, re-.</td>
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<tr>
<td>- Use suffixes to understand meanings e.g. -ation, -ous.</td>
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<tr>
<td>- Read and understand meaning of words on Y3/4 word list – see bottom.</td>
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<tr>
<td>- Use intonation, tone and volume when reading aloud.</td>
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<td>- Take note of punctuation when reading aloud.</td>
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As above and:

Developing pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a range of fiction, poetry, plays, non-fiction.
- Regularly listening to whole novels read aloud by the teacher.
- Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion.
- Analysing and evaluate texts looking at language, structure and presentation e.g. newspaper reports, recipes, etc.
- Recognising some different forms of poetry e.g. narrative, free verse.
- Reading books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.

Using dictionaries to check meanings of words they have read.

- Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales, Rudyard Kipling Just So Stories.
- Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.
- Identifying and discussing conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.
- Identifying, discussing and collecting favourite words and phrases which capture the reader’s interest and imagination.
- Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action.

Understand what they read independently by:

- Discussing their understanding of the text
- Explaining the meaning of unfamiliar words by using the context
- Making predictions based on details stated
- Raising questions during the reading process to deepen understanding e.g. I wonder why the character.
- Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text
- Using point and evidence to structure and justify responses.
- Discussing the purpose of paragraphs.
- Identifying a key idea in a paragraph.

Retrieve and record information from non-fiction

- Evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.
- Quickly appraising a text to evaluate usefulness.
- Navigating texts in print and on screen.

Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say

- Developing and agreeing on rules for effective discussion.
- Making and responding to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.