



YEAR 3

READING CURRICULUM



YEAR 3/4

KNOW IT!

PREFIXES

dis/in/im	not
mis	wrongly/badly
re	again/back
sub	under
inter	between/among
super	above/over/greater
anti	against
auto	self
trans	across/beyond/through

SUFFIXES

ion	the act of or condition of
ous	full of, the nature of
al	like/having the quality of
ful	to be full of
ment	the act of/state of

New Learning

Prior Learning

ROOTS/ROOT WORDS

cent	one hundred
favour	to show liking something
port	to carry
know	to be sure/understand
possess	to own
vary	to change

LINKS TO Y3/4 WORD LIST

Natural

al - having the quality of nature - not made by man
natural - having the quality of not being manmade.

Famous

fame - known
 ous - the nature of
famous - the nature of being known by many.

Position

posit - to place
 ion - act of
position - the act of placing something somewhere.

Disappear

dis - not
 appear - to come into sight.
disappear - not to be in sight.

Bicycle

bi - two
 cycle - a sequence that follows on.
bicycle - a vehicle with 2 wheels where one follows the other.

DECODING & WORD RECOGNITION	COMPREHENSION	VOCABULARY
<p>Children should be taught to:</p> <ul style="list-style-type: none"> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word; apply their growing knowledge of root words, prefixes and suffixes to read aloud; 	<p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> checking that the text makes sense to them and discussing their understanding; asking questions to improve their understanding of the text; identifying themes and conventions in a wide range of books. 	<p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> explaining the meaning of words in context; expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet; discussing words and phrases that capture the reader’s interest and imagination.
<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words; Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes; Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. 	<p>RETRIEVAL</p> <ul style="list-style-type: none"> Use skimming and scanning skills to look through the text and locate key words/dates/facts/information/sections. Order events across longer texts within both narrative and non-narrative. Match statements from reading to true or false answers. 	<p>EXPLORE, TEACH, PRACTISE</p> <p>Children should be taught to expand their knowledge of words through:</p> <ul style="list-style-type: none"> exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings; looking at words associated with others; generating word lists linked to stories, topics, synonyms etc.; being explicitly taught the meaning and correct pronunciation of new words. <p>For example,</p> <ul style="list-style-type: none"> * seeing how it is used in context * finding clues within the word to define word meaning. * finding clues within the context to infer the word meaning * making connections with word class * discussing examples seen or heard before * using dictionary skills in order to check the meaning.
<p>GRAMMAR, STRUCTURE & LAYOUT</p> <p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning; reading books that are structured in different ways; increase vocabulary and grammatical awareness to identify the differences between spoken and written language. 	<p>SUMMARISING</p> <ul style="list-style-type: none"> Summarising the main events or significant ideas from individual paragraphs both orally and in note-form. Discuss key parts of factual processes linked to learning in other subjects. <p>INFERENCE</p> <ul style="list-style-type: none"> Make more detailed predictions about what might happen from details stated and implied. Explain characters’ possible feelings, thoughts and motives from their actions. Use evidence from the text to prove or explain their answers. Answer simple questions about what has happened (cause) <u>and</u> why it has happened (effect). <p>Children should be given opportunity to apply inference skills through:</p> <ul style="list-style-type: none"> Giving reasons, explaining how they know , why they think, or what it shows and predicting future events. 	
<p>GRAMMATICAL FEATURES</p> <ul style="list-style-type: none"> recognise plurals and collective nouns; recognise pronouns and how they are used; identify and discuss how adjectives and verbs bring reading to life; recognise adverbs and how they are used in their reading; identify powerful verbs within reading. 		

APPLY IT

YEAR 3

During Year 3, children should be encouraged to read widely and often with fluency and comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AND AUDIENCE
<p>Children should use their reading skills to:</p> <ul style="list-style-type: none"> • read for a range of purposes; • read books that are structured in different ways; • research and extend their knowledge across all areas of the curriculum; • retrieve and record information from non-fiction; • begin to take simple notes from what they have read; • locate information effectively in non-fiction using contents and indexes; • Develop their knowledge of different text types and their purposes, in order to support their writing. 	<p>Children should develop a love of reading through:</p> <ul style="list-style-type: none"> • developing an enjoyment of reading and understanding what they have read; • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference and text books; • listening to whole books by authors they may not choose themselves; • exercising choice in selecting books and being taught how to do so; • increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally; • recognising some different forms of poetry. 	<p>Children should be given opportunity to:</p> <ul style="list-style-type: none"> • confidently attempt reading aloud in different contexts; • hear and understand how commas are used to give reading more meaning; • use appropriate voices for characters and adopt a story-telling voice when needed; • identify how apostrophes are used to show possession in reading; • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; • 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.

OUR YEAR 3 READING SPINE-HIGH QUALITY LITERATURE

In our school, children should have the following books read to/with them across Year 3 to enable them to explore literary techniques and develop their love of reading.

