



Reading Overview

Year 3

Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
<p>W1. At this stage, teaching comprehension skills should be taking precedence over teaching word reading. Any focus on word reading should support the development of vocabulary.</p> <p>W2. <u>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</u> (Y3 list, moving to Y4 when ready)</p> <p>W3. <u>To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words.</u></p> <p>W4. e.g. dis, mis, sub-, super-, pre-, anti-, auto-, sure-, in-, il-, im-, -ation, -ous, -ssion, -sion, re- (See English appendix 1)</p> <p>W5. To use the context of sentences to help me to read unfamiliar words.</p> <p>W6. To read aloud fluently and confidently,</p> <p>W7. To read aloud to the punctuation.</p> <p>W8. I can read aloud using intonation, tone and volume.</p>	<p>P1. <u>To develop positive attitudes to reading, and an understanding of what they read.</u></p> <p>P2. <u>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</u> at an appropriate level for the year group.</p> <p>P3. <u>To read books that are structured in different ways and read for a range of purposes</u></p> <p>P4. To identify and write about the features of different text types.</p> <p>P5. To evaluate verbally and write about specific texts with reference to text types.</p> <p>P6. <u>To increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</u></p> <p>P7. To retell and write about a range of stories that I am familiar with.</p> <p>P8. <u>To identify themes and conventions in a wide range of books</u></p> <p>P9. To start to make and write about simple connections between books by the same author e.g. Dick King Smith often wrote books about animals.</p> <p>P10. <u>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</u></p> <p>P11. <u>To recognise some different forms of poetry [for example, free verse, narrative poetry]</u></p>	<p>F1. <u>To understand what they read, in books they can read independently.</u></p> <p>F2. <u>To identify how language, structure, and presentation contribute to meaning</u> using texts at an appropriate level for the year group.</p> <p>F3. <u>To check that the text makes sense to them and discussing their understanding, and explaining the meaning of words in context</u></p> <p>F4. To self-correct where a text does not make sense.</p> <p>F5. <u>To identify main ideas drawn from more than 1 paragraph and summarise these.</u></p> <p>F6. To empathise with a character, <u>inferring on character's thoughts and feelings justifying with some evidence</u> both verbally and in written form.</p> <p>F7. <u>To justify inferences with evidence from the text</u> verbally and in written form.</p> <p>F8. <u>To justify predictions with evidence</u> (details stated and implied) <u>from the text</u> both verbally and in written form.</p> <p>F9. <u>To ask</u> and write <u>questions to improve my understanding of a text.</u></p>	<p>D1. <u>To 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.</u></p> <p>D2. To justify my response to the text by using evidence.</p> <p>D3. To make, respond and write contributions in a variety of group situations e.g. learning partners, groups, whole class.</p> <p>D4. To explain and discuss their understanding of what they have read, including through discussion and beginning to debate.</p> <p>D5. <u>To retrieve and record information from non-fiction</u></p> <p>D6. To prepare for research by identifying what I already know about the subject and writing key questions to structure the task (find answers)</p> <p>D7. To use alphabetically ordered texts to find information.</p> <p>D8. To use a range of organisational features to locate information such as, labels, diagrams and charts</p> <p>D9. To begin to identify and comment verbally and in written form on the different points of view in the text.</p>



	<p>P12. To read, perform and write about a range of different forms of poems shape, calligrams, narrative.</p> <p>P13. <u>To use dictionaries to check the meaning of words that they have read</u></p> <p>P14. <u>To discuss words and phrases that capture the reader's interest and imagination</u></p> <p>P15. To discuss, explain and write about the meaning of words that I have read in my book.</p>		<p>D10. To understand what the writer might be thinking, for example, 'he thinks they are being mean.'</p> <p>D11. To can comment and write about on the choice of language to create moods and build tension, for example, crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught.</p> <p>D12. To discuss and write words and phrases that capture the reader's interest and imagination.</p>
Sentence Stems		Vocabulary	
<p>An argument for/against is...</p> <p>I understand, however...</p> <p>It appears to be...</p> <p>I enjoyed it because...</p> <p>Maybe next time you could try...</p> <p>My opinion is...</p> <p>Building on...</p> <p>I remember that...</p>		<p>Myth, legend, fable, script, scene, act, narrative, hook, dialogue, hero, villain, first person</p> <p>Preposition, conjunction word family, prefix clause, subordinate clause</p> <p>direct speech, consonant</p> <p>vowel, vowel inverted commas (or 'speech marks')</p>	



Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>S1. <u>To use the first two or three letters of a word to check its spelling in a dictionary.</u></p> <p>S2. <u>To spell words where y is pronounced /i/</u> e.g. myth.</p> <p>S3. <u>To spell words where ch is pronounced /k/</u> e.g. scheme, /sh/ e.g. chef.</p> <p>S4. <u>To spell words ending in que, pronounced /g/</u> e.g. league <u>and que pronounced /k/</u> e.g. unique.</p> <p>S5. <u>To spell words where sc is pronounced /s/</u> e.g. science.</p> <p>S6. <u>To spell words where ou is pronounced /ʊ/</u> e.g. young.</p> <p>S7. <u>To spell words ending in -sure.</u></p> <p>S8. <u>To spell words ending in -sion--tion, -ssion.</u></p> <p>S9. <u>To spell words with ei, eigh and ey.</u></p> <p>S10. <u>To spell words that are often misspelt (English Appendix 1).</u></p> <p>S11. <u>To spell the Year 3 spelling list words (selected from the Y3/4 statutory word list).</u></p> <p>S12. <u>To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</u></p> <p>S13. To know the grammatical difference between plural and possessive -s.</p> <p>S14. To know what is meant by homophones.</p> <p>S15. <u>To spell further homophones</u></p>	<p>H1. To build muscle strength, enabling writing at length.</p> <p>H2. <u>To increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</u></p> <p>H3. <u>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</u></p> <p>H4. To form and use the four basic handwriting joins consistently.</p>	<p>C1. <u>To plan their writing.</u></p> <p>C2. <u>To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</u></p> <p>C3. <u>To discuss and record ideas</u> for planning using a range of formats e.g. story maps, flow charts etc.</p> <p>C4. <u>To draft and write.</u></p> <p>C5. <u>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</u></p> <p>C6. <u>To recognise and use simple & compound sentences and am beginning to use complex sentences.</u></p> <p>C7. <u>To organise paragraphs around a theme</u> (as a way to group related material).</p> <p>C8. <u>To create settings, characters and plot in narrative writing.</u></p> <p>C9. <u>To use simple organisational devices [for example, headings and sub-headings] in non-narrative material.</u></p> <p>C10. To use powerful verbs.</p> <p>C11. I can select, generate and effectively use adverbs.</p> <p>C12. <u>To evaluate and edit.</u></p> <p>C13. <u>To assess the effectiveness of their own and others' writing and suggesting improvements.</u></p>	<p>V1. <u>To learn the grammar for years 3 and 4 in English Appendix 2.</u></p> <p>V2. <u>To form nouns using a range of prefixes (for example super-, anti-, auto-).</u></p> <p>V3. <u>To use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</u></p> <p>V4. <u>To know how words are related in form and meaning (word families) for example, solve, solution, solver, dissolve, insoluble.</u></p> <p>V5. To use pronouns accurately in sentences.</p> <p>V6. To begin to use Standard English forms for verb inflections instead of local spoken forms (For example, we were instead of we was, or I did instead of I done)_was/were.</p> <p>V7. <u>To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</u></p> <p>V8. To use and recognise nouns, adjectives and adjectival phrases.</p> <p>V9. To explore and identify main and subordinate clauses in complex sentences.</p> <p>V10. To explore, identify and create complex sentences using a range of conjunctions.</p> <p>V11. <u>To express time, place and cause using conjunctions (for example, when, before, after, while, so, because).</u></p> <p>V12. <u>To express time, place and cause using adverbs (for example, then, next, soon, therefore).</u></p>



<p>Accept/except brake/break Grate/great grown/groan Peace/piece scene/seen Weather/whether fair/fare Our/are</p> <p>S16. <u>To use further prefixes and suffixes and understand how to add them (See English Appendix 1 for list)</u> e.g. dis, mis, sub-, super-, pre-, anti-, auto-, sure-, in-, il-, im-, -ation, -ous, -ssion, -sion, re- (Linked to expectation in reading- children to be taught to read words containing these prefixes and suffixes before being expected to spell them, ensure termly planning reflects this).</p> <p>S17. To use knowledge of root words to apply prefixes and suffixes</p> <p>S18. <u>To add suffixes beginning with vowel letters to words with more than one syllable</u> e.g. forgetting.</p> <p>S19. <u>To apply spelling rules and guidance, as listed in English Appendix 1</u></p> <p>S20. <u>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</u></p>		<p>C14. To say how I can improve own and others' writing.</p> <p>C15. <u>To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors</u> in own and others' writing.</p> <p>C16. To improve writing from self and peer assessment.</p> <p>C17. <u>To read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</u></p>	<p>V13. <u>To express time, place and cause using prepositions (For example, before, after, during, in, because of).</u></p> <p>V14. <u>To use paragraphs as a way to group related material.</u></p> <p>V15. <u>To use headings and subheadings to aid presentation.</u></p> <p>V16. <u>To use the present perfect form of verbs in contrast to the past tense.</u></p> <p>V17. <u>To use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play.</u></p> <p>V18. <u>To indicate grammatical and other features.</u></p> <p>V19. <u>To use and punctuate direct speech with inverted commas.</u></p> <p>V20. To put new speech on a new line.</p> <p>V21. <u>To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading:</u></p> <p>V22. <u>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant, letter vowel, vowel letters, inverted commas (or 'speech marks').</u></p>
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