Y3 Reading	Autumn Term	Spring Term	Summer term
Decoding *To be able to apply a growing knowledge of root words to read aloud and understand the meaning of new words they meet.* *To be able to apply a growing knowledge of prefixes and suffixes words to read aloud and understand the meaning of new words they meet.*	Adding prefixes dis- and in- Adding im- to root words beginning with m or p	Adding suffix –ous Adding suffix –ly (to adjectives to form adverbs) Words ending in –ture Homophones * Adding –ation to verbs to form nouns Words with the c sound spelt ch Words with the sh sound spelt ch Short i sound spelt y *	Adding the suffix –ion (to root words ending tt or te) Adding the suffix –ian (to root words ending in c or cs) Adding the prefix re- Homphones not/knot, ball/bawl, plain/plane, whether/weather, scene/seen, hear/here, week/weak, male/mail, be/bee Adding the prefix anti- Adding the prefix super- Adding the prefix sub-
Range of Reading *To be able to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in words.*	Narrative (historical settings/imaginary worlds/different cultures) Poetry Non-Chronological Reports	Narrative (historical settings/imaginary worlds/different cultures) Poetry Non-Chronological Reports	Dilemas/issues Poetry Explanations Non-Chronological Reports
Familiarity with texts *To increase familiarity with a wider range of books including fairy stories, myths and legends, and retelling some of these orally.* *To be able to identify themes and conventions in a wide range of texts.*	Make use of more precise vocabulary choices when describing story language Compare and discuss story themes, settings, characters and plots Tell and retell stories Self select books giving reasons for their selection Identify themes in what they read	Make use of more precise vocabulary choices when describing story language Compare and discuss story themes, settings, characters and plots Tell and retell stories Self select books giving reasons for their selection Identify themes in what they read	Make use of more precise vocabulary choices when describing story language Compare and discuss story themes, settings, characters and plots Tell and retell stories Self select books giving reasons for their selection Identify themes in what they read

Poetry and Performance *To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and actions.* *To prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actions.* *To recognise some different forms of poetry.*	Listen to, read and discuss different forms of poetry Identify and compare features of different poetic forms		Prepare and perform poems Show an understanding of poems and play scripts -using appropriate intonation, tone, volume or action when performing -identifying appropriate intonation, tone, volume or actions in other's performance Listen to, read and discuss different forms of poetry Identify and compare features of different poetic forms
Word Meanings *To be able to use dictionaries to check the meaning of words that they have read.*	Explore how authors use words and phrases to create impact and to engender a love of language -adjectives and expressive verbs -alliteration -simile and metaphor	Explore how authors use words and phrases to create impact and to engender a love of language -varied sentence structures -adverb starters -adjectives and expressive verbs -alliteration -simile and metaphor -idioms -word play	Explore how authors use words and phrases to create impact and to engender a love of language -varied sentence structures -adverb starters -adjectives and expressive verbs -alliteration -simile and metaphor -idioms -word play
Understanding *To check that the text makes sense to them.* *To be able to discuss their understanding and explain the meaning of words in context.*	Link to their own experiences Use the grammar and context to read their text accurately Re-read text, read on and use context and grammar to explain the meaning of words	Link to their own experiences Use the grammar and context to read their text accurately Re-read text, read on and use context and grammar to explain the meaning of words	Link to their own experiences Use the grammar and context to read their text accurately Re-read text, read on and use context and grammar to explain the meaning of words

To ask questions to improve understanding of a text. *To be able to identify the main ideas drawn from more than one paragraph and summarise these.*	Independently choose when to use a dictionary Explain the meaning of the text in their own words. Ask questions to clarify meaning of words, characters intent, events, plot, setting and text structures Generate questions about a text Use an opening sentence of a paragraph to explain what it is about Read a text closely and highlight the key words or phrases Use information to summarise the key themes of a paragraph in their words -retelling main points of a story in sequence -identifying key facts of a non-fiction -composing an appropriate sub-heading	Independently choose when to use a dictionary Explain the meaning of the text in their own words. Ask questions to clarify meaning of words, characters intent, events, plot, setting and text structures Generate questions about a text Use an opening sentence of a paragraph to explain what it is about Read a text closely and highlight the key words or phrases Use information to summarise the key themes of a paragraph in their words -retelling main points of a story in sequence -identifying key facts of a non-fiction -composing an appropriate sub-heading	Independently choose when to use a dictionary Explain the meaning of the text in their own words. Ask questions to clarify meaning of words, characters intent, events, plot, setting and text structures Generate questions about a text Use an opening sentence of a paragraph to explain what it is about Read a text closely and highlight the key words or phrases Use information to summarise the key themes of a paragraph in their words -retelling main points of a story in sequence -identifying key facts of a non-fiction -composing an appropriate sub-heading
Inference *To draw inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence.*	Empathise with characters Use prior knowledge and clues from the text to infer why a character behaved/reacted in a specific way Use text evidence to infer how a character may be feeling or thinking	Empathise with characters Use prior knowledge and clues from the text to infer why a character behaved/reacted in a specific way Use text evidence to infer how a character may be feeling or thinking Answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking.	Empathise with characters Use prior knowledge and clues from the text to infer why a character behaved/reacted in a specific way Use text evidence to infer how a character may be feeling or thinking Answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking.
Prediction	Make predictions about characters, events and actions as text is read justifying reasons with reference to the text	Make predictions about characters, events and actions as text is read justifying reasons with reference to the text	Make predictions about characters, events and actions as text is read justifying reasons with reference to the text

To predict what might happen from details stated and implied.		Make and justify literal predictions across a text	Make and justify literal predictions across a text Make and justify predictions from what is implied
Authorial Intent *To be able to discuss* *and words phrases that capture the reader's interest and imagination.* *To identify how language, structure and presentations.*	Identifying how language contributes to meaning Identify some of the differences between language used in -fiction/non fiction -formal/informal Identify how figurative and expressive language is used to create images and atmosphere -simile -metaphor -personification -repetition for emphasis -alliteration Identify and understand how some presentational devices contribute to meaning -indexes -glossaries -contents page -heading and sub-headings -tables and charts-maps, diagrams and labels	Identifying how language contributes to meaning Identify some of the differences between language used in -fiction/non fiction -formal/informal Identify how figurative and expressive language is used to create images and atmosphere -simile -metaphor -personification -repetition for emphasis -alliteration Identify and understand how some presentational devices contribute to meaning -indexes -glossaries -contents page -heading and sub-headings -tables and charts-maps, diagrams and labels	Identifying how language contributes to meaning Identify some of the differences between language used in -fiction/non fiction -formal/informal Identify how figurative and expressive language is used to create images and atmosphere -simile -metaphor -personification -repetition for emphasis -alliteration Identify and understand how some presentational devices contribute to meaning -indexes -glossaries -contents page -heading and sub-headings -tables and charts-maps, diagrams and labels
Non-Fiction *To be able to retrieve and record information from non-fiction texts*	Locate information in non-fiction texts using : -indexes -glossaries -contents page -heading and sub-headings -tables and charts-maps, diagrams and labels	Locate information in non-fiction texts using : -indexes -glossaries -contents page -heading and sub-headings -tables and charts-maps, diagrams and labels	Locate information in non-fiction texts using : -indexes -glossaries -contents page -heading and sub-headings -tables and charts-maps, diagrams and labels

	Skim and scan to locate the key information, including highlighting and annotating	Skim and scan to locate the key information, including highlighting and annotating Record and retrieve information gathered in various non-fiction formats -flow charts -labelled diagrams -tables and charts	Skim and scan to locate the key information, including highlighting and annotating Record and retrieve information gathered in various non-fiction formats -flow charts -labelled diagrams -tables and charts
Discussing reading *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.*	Express ideas and viewpoints across a range of genre, and with support, justify ideas. Ask and respond to questions using evidence from the test Actively listen to other -maintaining eye contacts with audience -demonstrating they are listening through body language Adapting and changing viewpoints in response to others	Express ideas and viewpoints across a range of genre, and with support, justify ideas. Ask and respond to questions using evidence from the test Actively listen to other -maintaining eye contacts with audience -demonstrating they are listening through body language Adapting and changing viewpoints in response to others	Express ideas and viewpoints across a range of genre, and with support, justify ideas. Ask and respond to questions using evidence from the test Actively listen to other -maintaining eye contacts with audience -demonstrating they are listening through body language Adapting and changing viewpoints in response to others