Kelvin Grove Primary School

Year 3 Reading Curriculum

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Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Word Reading
(in age appropriate books)

- Apply phonic knowledge to read unfamiliar words
- Apply meanings of root words, prefixes and suffixes to read and understand the meaning of unfamiliar words
- Read some common exception words from the year 3/4 list
- Attempt pronunciation of unfamiliar words by drawing on prior knowledge of similar words

Comprehension
(of books they read and those that are read to them)
Clarifying words, questioning, summarising

Read for meaning, checking the text makes sense to them/self-correcting by:
Reading aloud unfamiliar words or challenging sections of text, where needed, to support automaticity and accuracy – leading to stronger comprehension.   *Putting into own words their understanding of what they have read.*   *Drawing on what they know or on background information and vocabulary provided by the teacher to help them understand what they read.*   *Reading with appropriate phrasing, stress and pitch.*

Making connections (with experiences and other texts) in order to refine thoughts/responses e.g. "Mildred's spells go wrong and it's funny but it's also embarrassing for her, like when I first tried riding my bike and I couldn't do it. I've read other books where children have to make new friends in a new place. It's hard at first but then they do it."

Asks questions to help their own understanding of the text by:

Asking questions for clarification of unfamiliar words and events/ideas introduced by a text.

Asking questions about characters and plot, sometime posing 'what if' questions that may change the outcome or direction of a discussion.

Showing whether they agree or disagree in a group or whole group discussion.

*Using tentative language to speculate on possibilities raised by the text e.g. "We know Mr Two-suit likes money – what else **might** he be after?"*

Discuss and clarify the meanings of words by:

Speculating about meaning of words, linking new meanings to known vocabulary and checking the suggesting meaning fits with the context of what is being read.

Practising re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.

Discussing the way descriptive language and small details are used to create an impression for the reader.

Discussing the meaning of figurative words and phrases.

Exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning e.g. 'Give me a break!"

Collecting and discussing unknown technical or subject specific vocabulary.

Answer simple retrieval questions about what has been read by:

Recalling and sequencing main events from a text.

Beginning to summarise ideas drawn from more than one paragraph.

Beginning to use skimming and scanning strategies to locate information quickly and accurately from identified sections of text.

Beginning to select related information from more than one place in the text e.g. "What details do we find out about the minotaur from the story?"

Preparing a list of questions as the basis for enquiry and decideing which are the most important to follow up through reading a non-fiction text.

Using features such as contents, index, headings and links within a web page to navigate a text and retrieve information.

Recording information gained from reading in different ways e.g. notes, mind maps, flow charts and tables.

Make simple inferences on the basis of what is being said or done by:

Empathising with characters, based on their descriptions and actions – link what they read to their knowledge and experience of a topic and to their knowledge of similar texts to help them to empathise.

Understanding how what a character says or does impacts upon other characters, or on the events described in the narrative.

Inferring characters thoughts, feelings and motives form their actions, justifying inferences with evidence e.g. "Ethel seems to be very clever but she's not very nice because she's often mean to Mildred when her spells don't work."

Recognising that characters may have different perspectives of the same event in a story.

Recognising that setting may affect feelings and behaviours e.g. "the poor children must hate the major as they have to live off food in the rubbish dump – and he is so rich and wears all of that gold."

Make predictions based on what has been read so far – what is likely to happen in the story and to different characters by:

Using skimming techniques to get an overview of paragraphs or pages in a book in order to get an initial gist.

Predicting how characters might behave, thinking about events so far, settings and beginning to consider changes in atmosphere.

Talk about favourite authors or a genre of books and begin to compare themes/patterns/plot etc by:

Listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.

Making comparisons within a book e.g. characters and settings.

Comparing and contrasting writing by the same author.

Investigating the features of traditional stories – openings and endings, how new characters are introduced, how problems are resolved.

Identifying common themes e.g. friendship., school life, sibling rivalry and conventions in a wide range of texts e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and overcoming their behaviour

Beginning to develop clarity of personal responses, say why they prefer one text to another/begin to identify why one nonfiction text is more useful than another according to their purpose.

Explaining or giving reasons for their views or choices, referring to the context and offering evidence to support their opinion.

Explaining to others what they have read or found out.

Beginning to provide a summary of what has been read or found out for other's use.