



YEAR 3

READING CURRICULUM



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

YEAR 3/4

KNOW IT!

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	Famous	Position	Disappear	Bicycle
al - having the quality of nature - not made by man natural - having the quality of not being manmade.	fame - known ous - the nature of famous - the nature of being known by many.	posit - to place ion - act of position - the act of placing something somewhere.	dis - not appear - to come into sight. disappear - not to be in sight.	bi - two cycle - a sequence that follows on. bicycle - a vehicle with 2 wheels where one follows the other.

DECODING & WORD RECOGNITION	COMPREHENSION	VOCABULARY
Children should be taught to: - 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;	Children should be taught to deepen their understanding of texts they read independently through: - 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.	Children should be taught to deepen their understanding of texts they read independently through: - 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.
- 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.	RETRIEVAL - 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.	EXPLORE, TEACH, PRACTISE Children should be taught to expand their knowledge of words through: - 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. For example, * 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.
GRAMMAR, STRUCTURE & LAYOUT Children should be taught to deepen their understanding of texts they read independently through: - 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.	SUMMARISING - 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. INFERENCE - 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). Children should be given opportunity to apply inference skills through: - Giving reasons, explaining how they know, why they think, or what it shows and predicting future events.	
GRAMMATICAL FEATURES - 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
Children should use their reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
• 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.	• 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.	• 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.