



# YEAR 3

# READING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!



Sponsored by



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

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

## OUR YEAR 3 READING SPINE-HIGH QUALITY LITERATURE

Children should have the opportunity to share and read a range of high quality texts to extend their vocabulary and share their love of reading. The following texts are suggested for this year group.

