Curriculum Design for Reading

Year – 3

| | Skills |
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| Word Knowledge | Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.<br><br>Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound.<br><br>Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.<br><br>Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.<br><br>Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud. |
| Comprehension | Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.<br><br>Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.<br><br>Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features. |

| | Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented. |
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| | Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. |
| | Predict what might happen from details stated and implied. |
| | Explain the meaning of words in context; use dictionaries to check meanings. |
| | Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. |
| | Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. |
| | During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say. |
| | Discuss words and phrases that capture the reader's interest and imagination. |
| | Retrieve and record information from non-fiction texts. |
| | Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. |
| | Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. |