



# Moorside Primary School

## Year 3 Reading Overview

Word Reading			
Phonics and Decoding	Common Exception Words	Fluency	
<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>Pupils should be encouraged to work out an unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word accurately reading of individual words, which might be key to the meaning of a sentence or paragraph, improved comprehension.</p>	
Reading Comprehension			
Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Inference
<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Reading books that are structured in a range of different ways and for a range of different purposes.</p> <p>To identify how language, structure and presentation contribute to meaning</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>Use dictionaries to check the meaning of words.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To ask questions to improve their understanding of the text.</p>



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Prediction	Sequence and Summarise	Poetry and Performance	Non-Fiction (Retrieval Questions)
To justify predictions using evidence from the text.	To identifying main ideas drawn from more than one paragraph and summarising these	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.  To begin to use appropriate intonation and volume when reading aloud.  To increase familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.	To retrieve and record information from non-fiction texts.