Age-related expectations: **Year Three**

Reading

Reading words

1. Can fluently read a set text appropriate for their age.
2. Apply phonic knowledge and skills to read unfamiliar words.
3. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand meaning of unfamiliar words.
4. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
5. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
⬆Use the features of non-fiction texts to locate information.
⬆Use text marking to identify key information.
⬆Read longer texts, using independent strategies to ensure full understanding.

Finding facts

6. Understand what they read in books (and other texts) independently, checking that the text is meaningful.
7. Retrieve and record information from non-fiction.
8. Explain the meaning of words in context.
9. Use dictionaries to check the meaning of unfamiliar words.
10. Know which words are essential to retain meaning in order to begin to summarise.
⬆Use clues from action, dialogue and description to establish meaning.

Finding and understanding clues

11. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, beginning to justify these inferences with evidence eg how characters relate to each other.
12. Predict what might happen from details stated and implied.
13. Explain and discuss understanding of books, poems and other material, both those read aloud and independently.
14. Ask questions to improve understanding of a text.
⬆Infer reasons for actions and events based on evidence from the text.
⬆Make plausible predictions and justify them by referring to the text.
⬆Deduce from the evidence in the text what characters are like.
⬆Use the features of non-fiction texts to locate information.

Organisation

15. Begin to recognise some of the literary conventions in text types covered.
16. Know that non-fiction books / other texts are structured in different ways and be able to use them effectively.
17. Identify how structure and presentation contribute to the meaning of texts.
18. Begin to understand that narrative books are structured in different ways eg quest stories and stories with dilemmas.
⬆Understand how paragraphs are used to organise and build up ideas.

Writer's choice of language

19. Discuss and record words and phrases that writers use to engage and impact on the reader eg what choice of verb has been used?
20. Begin to realise that literary conventions in text types can influence a writer's choice / style.
21. Make links between spellings, punctuation and grammar that has been taught.
⬆Evaluate how effectively specific text types have been written.
⬆Show awareness of writers' use of figurative language and how it is used to create effects. For example – simile and metaphor.

Readers' opinions

22. Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions.
23. Begin to express opinions about how narrative books can be structured eg quest stories and stories with dilemmas.
24. Develop pleasure in reading, motivation to read, vocabulary and understanding.
25. Choose books (and other texts) for specific purposes.
26. Discuss responses to text.

Context

27. Begin to recognise themes / ideas in text types covered.
28. Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.
29. Know a wider range of stories, including fairy stories and legends.
30. Begin to recognise some different forms of poetry – list poems, shape poems, free verse etc.
⬆Relate events and characters' feelings to their own reading and personal experiences. ⬆Investigate what is known about an historical setting and events and how they affect a text.

Oral retelling and performance

31. Orally re-tell some known stories.
32. Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
33. Read aloud with intonation, tone, volume to show awareness of characters' speech and punctuation.
⬆Pause appropriately in response to punctuation and / or meaning.