

Key learning in reading – y3 Word Reading	Comprehension
<p>As year 2 and:</p> <ul style="list-style-type: none"> <li>• Use knowledge of root words to understand meanings of words</li> <li>• Use prefixes to understand meanings e.g. <i>un-, dis-, -mis-, re-</i></li> <li>• Use suffixes to understand meanings e.g. <i>-ation, -ous</i></li> <li>• Read and understand meaning of words on Y3/4 word list – see bottom</li> <li>• Use intonation, tone and volume when reading aloud</li> <li>• Take note of punctuation when reading aloud</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• Listening to and discussing a range of fiction, poetry, plays, non-fiction</li> <li>• Regularly listening to whole novels read aloud by the teacher</li> <li>• Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion</li> <li>• Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc.</i></li> <li>• Recognising some different forms of poetry e.g. <i>narrative, free verse</i></li> <li>• Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i></li> <li>• Using dictionaries to check meanings of words they have read</li> <li>• Sequencing and discussing the main events in stories</li> <li>• Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm’s Fairy Tales, Rudyard Kipling Just So Stories</i></li> <li>• Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i></li> <li>• Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i></li> <li>• Identifying, discussing and collecting favourite words and phrases which capture the reader’s interest and imagination</li> <li>• Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action</li> </ul> <p>Understand what they read independently by:</p> <ul style="list-style-type: none"> <li>• Discussing their understanding of the text</li> <li>• Explaining the meaning of unfamiliar words by using the context</li> <li>• Making predictions based on details stated</li> <li>• Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character ...</i></li> <li>• Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text</li> <li>• Using point and evidence to structure and justify responses</li> <li>• Discussing the purpose of paragraphs</li> </ul>

- Identifying a key idea in a paragraph
- Retrieve and record information from non-fiction
- Evaluating how specific information is organised within a non-fiction text  
e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*
  - Quickly appraising a text to evaluate usefulness
  - Navigating texts in print and on screen
- Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say
- Developing and agreeing on rules for effective discussion
  - Making and responding to contributions in a variety of group situations  
e.g. *whole class, pairs, guided groups, book circles*

Writing

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> <li>Explore and identify main and <b>subordinate clauses</b> in complex sentences</li> <li>Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>if, while, since, after, before, so, although, until, in case</i></li> <li>Identify, select, generate and effectively use <b>prepositions</b> for where e.g. <i>above, below, beneath, within, outside, beyond</i></li> <li>Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i></li> <li>Use <b>inverted commas</b> to punctuate <b>direct speech (speech marks)</b></li> <li>Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i></li> <li>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <i>a rock, an open box</i></li> <li>Form and use the four basic handwriting joins</li> <li>Write legibly</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions</li> <li>Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing</li> <li>Discussing and recording ideas for planning</li> <li>Creating and developing settings for narratives</li> <li>Creating and developing characters for narrative</li> <li>Creating and developing plots based on a model</li> <li>Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type</li> <li>Grouping related material into paragraphs</li> <li>Using headings and sub headings to organise information</li> </ul> <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> <li>Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing</li> <li>Discussing and proposing changes with partners and in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Use further <b>prefixes</b> and <b>suffixes</b> and understand how to add them</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt</li> <li>Use the first two letters of a word to check its spelling in a dictionary</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Learn to spell new words correctly and have plenty of practice in spelling them.</li> <li>Understand how to place the apostrophe in words with regular plurals (e.g. <i>girls', boys'</i>)</li> <li>Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</li> </ul>	<ul style="list-style-type: none"> <li>Form and use the four basic handwriting joins</li> <li>Write legibly</li> </ul>

	<ul style="list-style-type: none"><li>• Improving writing in the light of evaluation</li></ul> Perform their own compositions by: <ul style="list-style-type: none"><li>• Using appropriate intonation, tone and volume to present their writing to a group or class</li></ul>		
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