

National Curriculum 2014

Reading objectives – Year 3

Objective	Child Speak Target
Word	
Apply their improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	<i>I can use my existing knowledge to help myself read aloud.</i>
[KEY] Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<i>I am aware that some words sound different to how they are spelt.</i>
Comprehension	
[KEY] Listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I have understood a range of texts I have read.</i>
Reading books that are structured in some different ways and reading for a range of purposes.	<i>I am able to choose from a range of books to find the information I require.</i>
[KEY] Beginning to use dictionaries to check the meaning of words that they have read.	<i>I use a dictionary to check the meaning of words.</i>
Increasing their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally.	<i>I can talk about some different types of stories I have read.</i>
[KEY] Identifying themes and conventions in a range of books.	<i>I can identify some themes in a range of books I read.</i>
Preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.	<i>I will perform poems and play scripts to read aloud.</i>
Discussing some words and phrases that capture the reader's interest and imagination.	<i>I will discuss words and phrases that interest me.</i>
Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].	<i>I know that poetry comes in different forms.</i>

Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	<i>I think about what I read to make sure I understand it and it makes sense.</i>
Asking simple questions to improve their understanding of a text.	<i>I ask questions about a text or book.</i>
[KEY] Drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<i>I know a character does certain things because of how the character is feeling or what has happened to them in the story.</i>
[KEY] Beginning to predict what might happen from details stated and implied.	<i>I can predict events in stories from what has happened up to now.</i>
Beginning to identify main ideas drawn from more than one paragraph and summarising these.	<i>I can tell what the main ideas are from reading a number of paragraphs.</i>
Beginning to identify how language, structure, and presentation contribute to meaning.	<i>I can see that books are set out in ways that help the reader to read the texts.</i>
[KEY] Retrieve and record simple information from non-fiction.	<i>I can use non-fiction books to find information.</i>
Participate with support 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.	<i>I can take turns when discussing books I have read.</i>