



Wincle Church of England Primary School Reading Expectations

Key Learning Indicators of Performance in Reading: Year 3

Spoken Language

Pupils should be taught to:

- ▶ *listen and respond appropriately to adults and their peers*
- ▶ *ask relevant questions to extend their understanding and knowledge*
- ▶ *use relevant strategies to build their vocabulary*
- ▶ *articulate and justify answers, arguments and opinions*
- ▶ *give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- ▶ *maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- ▶ *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*
- ▶ *speak audibly and fluently with an increasing command of Standard English*
- ▶ *participate in discussions, presentations, performances, role play, improvisations and debates*
- ▶ *gain, maintain and monitor the interest of the listener(s)*
- ▶ *consider and evaluate different viewpoints, attending to and building on the contributions of others*
- ▶ *select and use appropriate registers for effective communication.*

Word Reading

- ▶ *Read books at an age appropriate interest level.*
- ▶ *Use and apply their growing 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*
- ▶ *Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.*
- ▶ *Read and understand words from the Year 3/4 list.*

Comprehension

Developing pleasure in reading and motivation to read

- ▶ *Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.*
- ▶ *Regularly listen to whole novels read aloud by the teacher.*
- ▶ *Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion.*
- ▶ *Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.*
- ▶ *Recognise some different forms of poetry e.g. narrative, calligrams, shape poems.*
- ▶ *Sequence and discuss the main events in stories.*
- ▶ *Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales.*
- ▶ *Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.*
- ▶ *Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.*
- ▶ *Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.*
- ▶ *Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.*
- ▶ *Explain the meaning of unfamiliar words by using the context.*
- ▶ *Use dictionaries to check meanings of words they have read.*

Understanding the text

- ▶ *Use intonation, tone and volume when reading aloud.*
- ▶ *Take note of punctuation when reading aloud.*
- ▶ *Discuss their understanding of the text.*
- ▶ *Raise questions during the reading process to deepen understanding e.g. I wonder why the character.*
- ▶ *Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.*
- ▶ *Make predictions based on details stated.*
- ▶ *Justify responses to the text using the PE prompt (Point + Evidence).*
- ▶ *Discuss the purpose of paragraphs.*
- ▶ *Identify a key idea in a paragraph.*
- ▶ *Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc.*

Retrieving and recording information from non-fiction

- ▶ *Prepare for research by identifying what is already known about the subject and key questions to structure the task.*
- ▶ *Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams.*
- ▶ *Quickly appraise a text to evaluate usefulness and retrieve information.*
- ▶ *Navigate texts in print and on screen.*
- ▶ *Record information from a range of non-fiction texts.*

Participating in discussion

- ▶ *Participate in discussion about what is read to them and books they have read independently.*
- ▶ *Develop and agree on rules for effective discussion.*
- ▶ *Take turns and listen to what others say.*
- ▶ *Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.*