



# Year 3 English Subject Map: READING



AGE RELATED EXPECTATIONS			
	WORD READING		COMPREHENSION
<b>Phonics and decoding</b>	<p>1.To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>2.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>3.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>	<b>Understanding and correcting inaccuracies</b>	
<b>Common Exception Words</b>	4.To begin to read Y3/Y4 exception words.	<b>Comparing, Contrasting and Commenting</b>	<p>5.To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>6.To use appropriate terminology when discussing texts (plot, character, setting).</p>
<b>Fluency</b>	<i>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.</i>	<b>Words in Context and Authorial Choice</b>	<p>7.To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>8.To discuss authors' choice of words and phrases for effect.</p>
		<b>Inference and Prediction</b>	<p>9.To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>10.To justify predictions using evidence from the text.</p>
		<b>Poetry and Performance</b>	<p>11.To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>12.To begin to use appropriate intonation and volume when reading aloud.</p>
		<b>Non-Fiction</b>	13.To retrieve and record information from non- fiction texts.