



YEAR 3 READING EXPECTATIONS

Before students leave Year 3 they should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that allows them to focus on understanding what they have read, rather than on decoding individual words. They should be able to decode most new words outside of their spoken vocabulary, making a good attempt at the word's pronunciation. As their decoding skills become more secure, efforts should be made to introduce children to new words which will increase their vocabulary. This can be done through discussion and by introducing children to a wide range of texts, including stories, poems, plays and non-fiction pieces on a wide range of subjects. They should be able to read these texts independently, fluently, and enthusiastically, and should be learning to read silently to themselves.

YEAR 3 CHILDREN ARE EXPECTED TO

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
- Develop positive attitudes to reading and an understanding of what they have read
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books
- Use dictionaries to check the meaning of words they have read
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- Identify themes and conventions within texts
- Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise some forms of poetry, e.g. free verse, narrative poetry
- Check that the text makes sense to them
- Discuss their understanding of the text
- Explain the meaning of new words in context
- Ask questions to improve their understanding of the text
- Draw inferences such as inferring a character's feelings, thoughts and motives
- Predict what might happen from the details stated and implied
- Identify the main ideas drawn from more than one paragraph and summarise these
- Identify how language, structure and presentation contribute to meaning
- Retrieve and record information from non-fiction texts
- Participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say

CONTENT DOMAIN COVERAGE

In KS2 English Reading Assessments, your child's understanding of reading is tested through different strands, known as 'content domains'. The content domains and examples of questions asked can be found below:

Content Domain 2a: Give/explain the meaning of words in context.

What does this word/phrase/sentence tell you about the character/mood/setting? What effect has the author created? How has the author made you/the character feel happy/sad/angry/frustrated?

Content Domain 2b: Retrieval – Retrieve and record information / identify key details from fiction and non-fiction

Where/when does the story take place? Where in the text would you find...? Which part of the story best describes...?

Content Domain 2c: Summarise main ideas from more than one paragraph.

What is the main point in this section of the text? Recap what has happened so far in 20 words or less. Which is the most important point?

Content Domain 2d: Make inferences from the text / explain and justify these with evidence from the text.

What do these words mean and why might the author have chosen them? Which words give you the impression that...?

Content Domain 2e: Predict what might happen from details stated and implied.

Can you think of another story with a similar theme/opening/ending? Why did the author choose this setting? Will it influence how the story develops? How is this character like someone you know in real life?

Content Domain 2f/h: Identify/explain how information/narrative content is related and contributes to meaning as a whole. Make comparisons within the text.

Explain how a character's feelings change throughout the story. How do you know? What is similar/different about these two characters?

Content Domain 2g: Identify/explain how meaning is enhanced through choice of words and phrases

What does the word... tell you about...? By writing in this way, what effect has the author created? Which words do you think are the most important? Why?

HOW TO HELP YOUR CHILD AT HOME

- READ EVERY NIGHT FOR UP TO TWENTY MINUTES.
- LISTEN TO YOUR CHILD READ. THIS HELPS TO DEVELOP THEIR FLUENCY.
- READ TO YOUR CHILD- THIS WILL HELP THEM TO:
 - UNDERSTAND HOW TO USE EXPRESSION TO BRING STORIES TO LIFE.
 - DEVELOP THEIR OWN VOICE AS A READER.
- AFTER LISTENING TO THEM, OR READING TO THEM, ASK SOME OF THE QUESTIONS. THE DISCUSSION YOU HAVE WILL BE VERY VALUABLE FOR THEIR READING DEVELOPMENT.
- TALK ABOUT THE MEANINGS OF NEW WORDS.
- READ THE SAME TEXT AGAIN AND AGAIN IF YOU HAVE TO!
- SIGN THEIR READING DIARY DAILY.

FOR HELPFUL HINTS,
ACTIVITIES & RECOMMENDED
BOOKS PLEASE VISIT:
[HTTPS://WORDSFORLIFE.ORG.
UK/](https://wordsforlife.org.uk/)
[HTTPS://WWW.BOOKSFORTO
PICS.COM/](https://www.booksfortopics.com/)

OR CONTACT YOUR CLASS
TEACHER