

Year 3 Reading Curriculum Map

Autumn Term	Spring Term	Summer Term
National Curriculum- Word Reading		
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)both to read aloud and to understand the meaning of the new words they meet.		
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
National Curriculum- Comprehension		
Develop positive attitudes to reading and understanding of what they read by:		Understand what they read, in books they can read independently, by:
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books		Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
Reading books that are structured in different ways and reading for a range of purposes		Asking questions to improve their understanding of a text
Using dictionaries to check the meaning of words that they have read		Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally		Predicting what might happen from details stated and implied
Identifying themes and conventions in a wide range of books.		Identifying main ideas drawn from more than one paragraph and summarising these
Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		Identifying how language, structure, and presentation contribute to meaning
Discussing words and phrases that capture the reader's interest and imagination		
Recognising some different forms of poetry (eg free verse, narrative poetry)		
Retrieve and record information from non-fiction		
Participate 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.		
RWI		
Will be used as a ' catch-up' programme for those children new to English . An adapted version of RWI techniques will be used for those children still needing input with their phonetical knowledge.		
Spytime		
Can relate stories/texts to their own experiences, including story settings and incidents	Is beginning to talk about the features of certain non-fiction texts	Can summarise and explain the main points in a text, referring back to the text to support this.
Can comment on obvious characteristics and actions of characters in stories	Is beginning to use contents and index pages to locate information in non-fiction texts.	Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) and ideas in an appropriate level text.
Is beginning to distinguish between fiction and non-fiction	Can talk about how different words and phrases affect meaning	Can make plausible predictions based on knowledge from / of the text and wider connections (e.g. other books on same theme; other books by same author; a personal connection the child makes; a connection the child makes to wider experiences).
Can make predictions about a text using a range of clues (eg experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb)	Can explain the meaning of 'WOW' words in context (appropriate 'standard level text') eg despair, marvel (including words with common prefixes and suffixes eg undecided, forgetful)	Can explain how and why main characters act in certain ways in a story, using evidence from the text
Can compare similarities and differences between texts/books in terms of characters settings and themes	Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter)	Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts.
Can read words with contractions eg I'm, I'll, we'll, he's and understands that the apostrophe represents the omitted letter(s)	Can demonstrate how to use information books by using layout, index, contents page, glossary)	Understands the purpose of a paragraph / chapter (the way in which writers use paragraphs and chapters to group related ideas together).
	Can ask questions before reading a non-fiction text and look for answers within the text when reading.	Identifies where language is used to create mood, build tension or paint a picture.
		Can use knowledge of the alphabet to locate information (e.g. dictionary, index).
		Is able to quote directly from the text to support thoughts and discussions.
Fluency		
Can read all of the high frequency words, up to and including, the yr1/2 HFW list (fluent reading of frequently encountered words without 'sounding and blending)	Read a passage of 80-90+ words per minute from Lime band with intonation that shows some comprehension	Can read independently using a range of strategies appropriately, including decoding, to establish meaning.
Read a passage of 80-90+ words per minute from White band with intonation that shows some comprehension		Can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas (" ")for dialogue.
		Read a passage of 80-90+ words per minute from Silver beginning band with intonation that shows some comprehension

Book Band and Home reading		
White Band moving towards Lime	Lime moving towards Silver Beginning	Silver Beginning moving towards Silver within