



English Curriculum Year 3 Reading Objectives 2021 - 2022

| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Core text | Journey to the centre of the earth (young readers version) Journey Story Explanation | Stone Age Boy Portal Story Information text | Town is by the sea Warning tale Recount - news report/vlog | The Journey Wishing tale Persuasion | The Boy Who Grew Dragons Defeating the monster Instruction | Egyptian Cinderella Rags to riches tale Discussion |
| | In Autumn term I will be able to: | | In Spring term I will be able to: | | In Summer Term I will be able to: | |
| Applying Phonics | Know that phonics is one strategy to help me read unfamiliar words. Know when phonic strategies will help me to read a word and when they will not. Know what a root word is. Understand how to use a root word to help me read unfamiliar words. Use root words to help me read unfamiliar words. Use root words to help me understand the meaning of unfamiliar words. Know what prefixes and suffixes are. | | Know that some words may have a similar pronunciation but may be written differently. Know that some of these are unusual. Use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. Know that unfamiliar words can be read by using knowledge of similar words (analogy). | | Use analogy, drawing on the pronunciation of similar known words to read others. | |
| Reading with fluency and understanding | Apply my growing knowledge of root words, prefixes and suffixes Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Give a personal response to a text. | | Ask questions to deepen understanding of a text. Use the context of unfamiliar words to explain their meaning. Use clues from the text to predict what might happen next. | | Explain my personal response. Listen to others' personal responses to a text. Adapt own response in the light of others' responses. | |



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| | Use evidence from the text to support my response. | Know that the main idea in a narrative may also have a message for the reader. Record key words or information found in a non-fiction text. | Infer characters' feelings, thoughts and motives from their actions. |
| Reading for pleasure | Know that there are different kinds of narrative stories. Understand that a sequence of events in a narrative is called the plot. Can identify the plot in a narrative. Know that there are different kinds of non-fiction books. Know how to use a non-fiction book to find identified information. Identify any words that are unfamiliar. | Talk about the different plot structures in genres read. Discuss a range of narrative stories and their similarities and differences. Choose books for specific purposes. Discuss the meaning of unfamiliar words identified. | Record words and language from reading to use in my own writing. Make connections between books written by the same author. Re-tell some of stories written by the same author by heart. |
| Reading for pleasure : Poetry | Know that words and language in poems create effects. | Can discuss the meaning of words and language in poems. Understand that there can be more than one interpretation of a poem. Understand that the meaning of poems can be enhanced through performance. Watch performances of poems. | Discuss how the meaning is enhanced through performance. Identify that intonation, tone, volume and action can be used to enhance meaning. |