



# Year 3 Reading Tracker

## Bowerham Primary and Nursery School

### Key Learning in Reading: Year 3

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> <li>Read books at an age appropriate interest level.</li> <li>Use knowledge of root words to understand meanings of words.</li> <li>Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>pre-</i>, <i>im-</i>, <i>in-</i>.</li> <li>Use suffixes to understand meanings e.g. <i>-ly</i>, <i>-ous</i>.</li> <li>Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.</li> </ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations</i>.</li> <li>Regularly listen to whole novels read aloud by the teacher.</li> <li>Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography</i> and <i>persuasion</i>.</li> <li>Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>.</li> <li>Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems</i>.</li> <li>Sequence and discuss the main events in stories.</li> <li>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>.</li> <li>Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>.</li> <li>Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>.</li> <li>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"> <li>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>Explain the meaning of unfamiliar words by using the context.</li> <li>Use dictionaries to check meanings of words they have read.</li> <li>Use intonation, tone and volume when reading aloud.</li> <li>Take note of punctuation when reading aloud.</li> <li>Discuss their understanding of the text.</li> <li>Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>.</li> <li>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>Make predictions based on details stated.</li> <li>Justify responses to the text using the PE prompt (<b>P</b>oint + <b>E</b>vidence).</li> <li>Discuss the purpose of paragraphs.</li> <li>Identify a key idea in a paragraph.</li> <li>Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram etc</i>.</li> </ul> <p><b>Retrieving and recording information from non-fiction</b></p> <ul style="list-style-type: none"> <li>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams</i>.</li> <li>Quickly appraise a text to evaluate usefulness.</li> <li>Navigate texts in print and on screen.</li> <li>Record information from a range of non-fiction texts.</li> </ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>Participate in discussion about what is read to them and books they have read independently.</li> <li>Develop and agree on rules for effective discussion.</li> <li>Take turns and listen to what others say.</li> <li>Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.</li> </ul>



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### Key Learning Indicators of Performance in Reading: Word Lists

Year 3					
<b>accident(ally)</b>	century	February	length	popular	strange
<b>actual(ly)</b>	circle	forward(s)	library	<b>potatoes</b>	<b>thought</b>
address	decide	fruit	<b>minute</b>	promise	through
answer	describe	<b>heard</b>	naughty	purpose	<b>weight</b>
arrive	early	heart	<b>notice</b>	quarter	<b>woman/women</b>
believe	earth	height	occasion(ally)	question	
bicycle	<b>eight/eighth</b>	history	often	<b>reign</b>	
centre	enough	learn	perhaps	sentence	