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| **Reading Comprehension Year 3** | | | | | | | | |
| **NON-NEGOTIABLE** | • Comment on the way characters relate to one another.  • Know which words are essential in a sentence to retain meaning.  • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions.  • Recognise how commas are used to give more meaning. | | | | • Recognise inverted commas  • Recognise: plurals, pronouns and how used, collective nouns, adverbs.  • Explain the difference that the precise choice of adjectives and verbs make. | | | |
| **AF** | ***Word Reading*** | ***Locate, retrieve and elaborate on information*** | ***Use inference and deduction to make***  ***interpretations*** | ***Understand structure, organisation and presentation*** | | ***Understand language, technique and style*** | ***Understand themes and conventions in texts*** | ***Compare, contrast and evaluate texts*** |
|  | **Range of competencies and contexts:** Children will listen to and discuss a wide range of poetry, plays, non-fiction and reference books or textbooks. They will increase their familiarity with the breadth of narrative, including fairy stories, myths and legends, and be able to retell some of these orally. They will 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. | | | | | | | |
| **Developing Towards** | Notice the spelling of unfamiliar words and relate to known words    Show increased awareness of vocabulary and precise  meaning    Sustain silent reading to include longer, more  varied and complex texts | Use contents and index to  help retrieve information    Use text more fully as a reference and as a model when answering literal retrieval questions    Search for and find information in texts more flexibly and summarise key points in response to questions | Make simple predictions using experience of reading similar books    Use own experience and vocabulary provided by the teacher to add detail to the understanding of a  range of texts    Use a range of clues from a text to express simple opinions    Offer and discuss interpretations of text, including inferences about thoughts, feelings and reasons for actions    Respond, when questioned with different possible scenarios for events and actions | Use organisational features to orientate around a text (e.g. contents page, alphabetical order, websites)    Identify and discuss the format and text layout of fiction and poetry | | Identify the effects of different words and phrases (e.g. to create humour, images and  atmosphere    Understand how vocabulary is linked to the purpose of the text (e.g. imperative verbs, technical  vocabulary) | Identify simple morals an author is conveying in a story  or poem    Identify when more than one point of view can be expressed within a text | Express reasoned preferences between texts    Evaluate specific texts with reference to text types    Make simple connections between books by the same author |
| **End of Year Expectations** | Fluent reading, silently most of the time, adjusting speed of material to suit material and monitoring  the precise meaning    Check that the text makes  sense, discuss understanding and explaining the meaning of words in context | Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action    Identify the main point and summarise orally the content of a passage of text independently    Identify and describe the main characters/setting /events using direct reference to the text  Use alphabetically ordered texts to find information | Ask questions to improve their understanding of a text    Discuss the actions of the main characters and justify views using evidence from the text    Make predictions with evidence from text and with knowledge of wider reading    Distinguish between fact and opinion | Understand that books are structured in different ways for a  range of purposes    Identify that information, events or ideas can be organised in paragraphs    Identify the main features of different text types    Understand that chapters can signal  episodes in stories | | Identify the effects of different words and phrases (e.g. to create humour and  atmosphere)    Comment on how language is used to create effects and  paint a picture | Begin to identify and comment on different points of view in the text | Draw on previous experience of authors and types of books to inform choices    Recognise some features of the text that relate it to its historical setting or its social or cultural  background    Express reasoned preferences  between texts |
| **Surpassing** | Sustain silent reading to include longer, more varied and complex texts.    Appropriately apply a range of strategies to enable accurate silent reading (e.g. phonic, graphic, syntactic and contextual)    Read most words quickly and accurately when they have been frequently encountered without overt  sounding and blending | Identify main ideas drawn from more than one paragraph and summarise  these    Use knowledge of the alphabet to locate books and support research    Begin to skim for general impressions and scan to locate specific information    Some comments include quotations from or references to text | Combine personal experience and clues from the text to interpret and form opinions    Predict what might happen from details  stated and implied      Recognise how characters are presented in different ways and respond to this with reference to the text | Recognise some different forms of poetry (for example, free verse, narrative poetry)    Comment on the presentational characteristics of some non-fiction text types    Evaluate the effectiveness of structural, presentational and organisational features to locate information (e.g. paragraphs, subheadings, indexes) | | Find and comment on the choice of language to create moods, feelings and attitudes and build tension    Identify language features of different texts (e.g. similes, imperative verbs)    Understand how style and vocabulary are linked to the purpose of the text (e.g. exaggerated writing in persuasive text) | identify themes and conventions in a wide range of books    Identify how an author uses language and structure to convey a message    Understand how the author wants the reader to  respond | Recognise some features of the context of texts (e.g. historical  setting or similar  themes)    Make connections between books by  the same author    Express preferences for different forms of poetry |