



Reading Objectives Year 3

Y3	Oral	1. Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint).
Y3	Oral	2. Orally retell whole stories/sections of stories linked to the Y3 range.
Y3	Oral	3. Recite poems by heart, using intonation, tone and volume to gain the interest of the listener e.g. Waves (Jackie Kay) The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee).
Y3	Oral	4. Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action.
Y3	Grammar	5. Identify the language conventions of non-fiction in relation to the text type (see range).
Y3	Grammar	6. Identify and discuss the meaning of words in context e.g. I think 'generous' means kind because he gave his money away.
Y3	Grammar	7. Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck.
Y3	Grammar	8. Use age appropriate dictionaries to check the meanings of words.
Y3	Response	9. Discuss their understanding of both texts they have read independently and those read to them (see range).
Y3	Response	10. Express their views and listen to the views of others.
Y3	Response	11. Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil.
Y3	Response	12. Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man? .
Y3	Response	13. Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied.

Y3	Response	14. Draw inferences about characters' thoughts and actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads.
Y3	Response	15. Justify inferences with a single piece of evidence from the text to support one specific point.
Y3	Organisation & Research	16. Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed. .
Y3	Organisation & Research	17. Use contents and sub-headings to locate relevant information.
Y3	Organisation & Research	18. Identify a main topic to research, independently and through shared reading.
Y3	Organisation & Research	19. Use skimming to locate main ideas in the text.
Y3	Organisation & Research	20. Use scanning to locate pieces of information.
Y3	Organisation & Research	21. Identify the structural conventions of non-fiction in relation to the text type (see range).
Y3	Organisation & Research	22. Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing' .
Y3	Organisation & Research	23. Make notes from one source to capture key information about a topic e.g. information about penguins' habitats through recording or highlighting sentences/key words.
Y3	Word Reading	24. apply their knowledge of root words, prefixes and suffixes to read aloud. In line with Appendix 1.
Y3	Word Reading	25. note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words. In line with Appendix 1.
Y3	Range	Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently.