

*Essential knowledge in **bold***

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Decoding	Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).					
				Use their phonic knowledge to decode quickly and accurately.		
	Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis, un, re, sub, inter. super anti and auto.					
	Apply their growing knowledge of root words and suffixes/word endings, including action, ly, ous, ture, sure, sion, tion, ssion and cian					
	Apply their growing knowledge of root words and prefixes and suffixes/word endings.					
			Read further exception words including words that do not follow spelling patterns.			
Fluency	Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.					
	Use a range of strategies to develop fluency: modelling, repeated reading, choral and echo reading (Term 1 and 2) <i>What punctuation do you notice on page _____? How does this punctuation help you read? (pausing, voice inflection etc.) What are these marks called? (point out quotation marks) Why did the author use them? What did you notice about (a bolded word from the text)? How does the author want you to read that word?</i>					
Vocab	Use a range of techniques to explore the meaning of new words in context: discussion, scaling, antonyms/synonyms, dictionary and word mapping.					
Retrieval	Skim and scan to retrieve information. <i>Who . . . ? What . . . ? Where . . . ? When . . . ? Why . . . ? How . . . ?</i>					
Inference	Make straight forward inference based on a single point of reference.		Draw inferences such as inferring character’s feelings, thoughts and motives from their actions.		Infer reasons for actions and events based on evidence from the text.	
	<i>How were the characters feeling in the book? What pictures helped you know _____? How did the pictures help you? Why do you think _____? Why did the character _____? How do you know? How do you know that _____? (example: How do you know that Mum thought the boy had done a good job?)</i>					
	Make some connections across contexts, stories and books. <i>How are the characters the same as you? How is the (topic, characters, ending) similar to (title of another book)? What does this story remind you of? Can you think of another book that is similar to this one?</i>					
Prediction	Predict what might happen from clues in what I have read. <i>How do you think the book will end? What else might the characters like or do? After reading the text, predict what might happen next or what the character will like or do. What clues helped you with this prediction?</i>					

Summary	Tell someone the main ideas in a paragraph.	Identify an overall theme of a text.	Identify an overall theme of a text and summarise it.		Retell some stories, fairy stories and myths and legends.	Present book reviews and evaluations in a variety of formats.
Author Intent	Recognise some different forms of poetry.	Read aloud poems and perform playscripts.	Identify humour or atmosphere.	Identify technical language choice.	Comment on how language is used to create effect such as build tension or create mood.	Recognise that some authors have specific ways of writing.
Discuss it	Identify the main arguments for or against a particular point of view from a given text.					
	Ask relevant questions to clarify and improve my understanding of a text.					
	Discuss my understanding of both texts read independently and read to me.					