



Year 3 Reading Coverage

Key Reading Skills

Suggested Question Stems

Vocabulary

- use dictionaries to check the meaning of words that they have read
- discuss words that capture the readers interest or imagination
- identify how language choices help build meaning
- find the meaning of new words using substitution within a sentence.

- What does this word/phrase/sentence tell you about the character/setting/mood?
- Can you find this word in the dictionary?
- By writing in this way, what effect has the author created?
- What other words/phrases could the author have used here?
- How has the author made you feel by writing...?
- Which word tells you that...? • Find and highlight the word that is closest in meaning to...?

Inference

- children can infer characters' feelings, thoughts and motives from their stated actions.
- justify inferences by referencing a specific point in the text.
- ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.
- make inferences about actions or events

- What do you think.... means?
- Why do you think that?
- Why do you think...?
- How do you think....?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?
- Find and copy a group of words which show...?
- How does the description of ... show that they are...?
- Who is telling the story?
- Why has the character done this at this time?

Prediction

- justify predictions using evidence from the text.
- use relevant prior knowledge to make predictions and justify them.
- use details from the text to form further predictions

- Can you think of another story with a similar theme?
- Which stories have openings like this?
- Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?
- What happened before this and what do you think will happen after?
- Do you think the setting will have an impact on plot moving forward?

- discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books

- What is similar/different about two characters?
- Explain why... did that.
- Describe different characters' reactions to the same event.

Explaining	<ul style="list-style-type: none"> • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?
Retrieval	<ul style="list-style-type: none"> • use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text 	<ul style="list-style-type: none"> • Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?
Summarise	<ul style="list-style-type: none"> • identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. • identify themes from a wide range of books • make simple notes from one source of writing 	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read