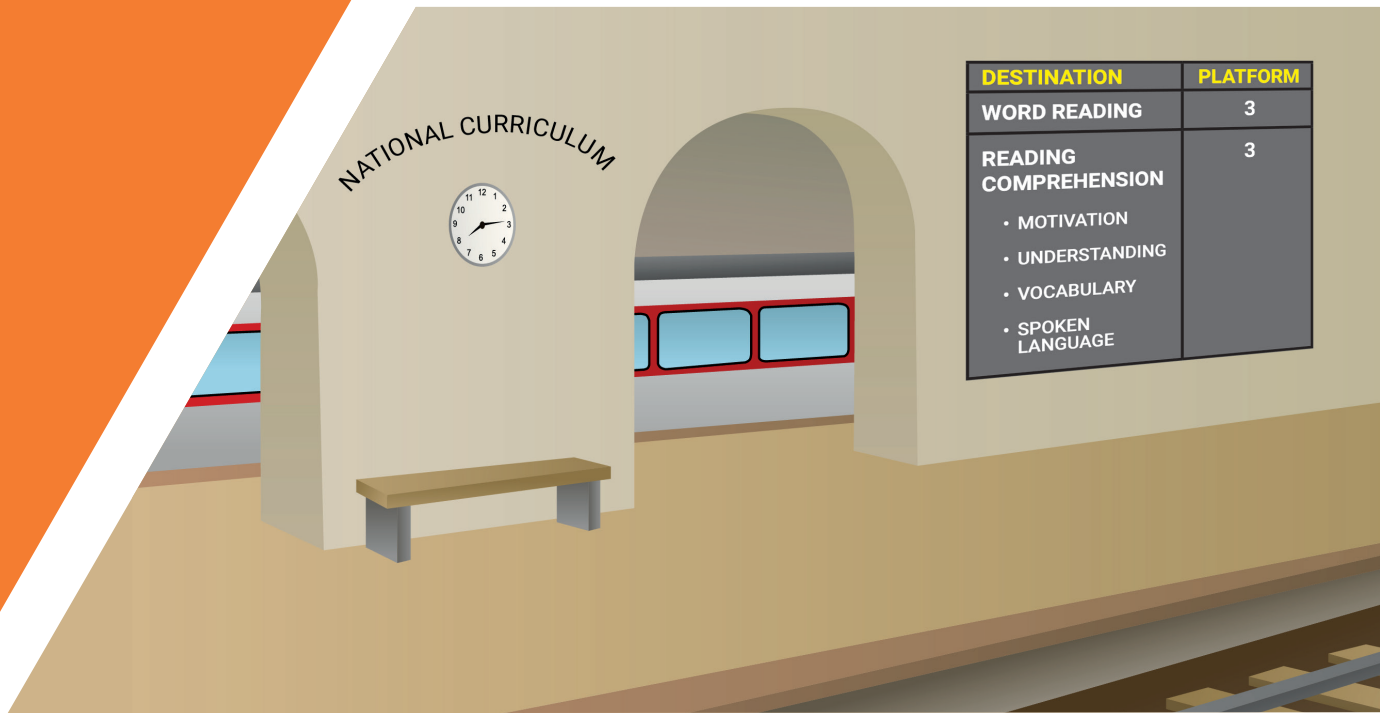


Year 3 - Teaching Reading

Aims and Intentions

The Reading Planning Platform



DESTINATION	PLATFORM
WORD READING	3
READING COMPREHENSION	3
• MOTIVATION • UNDERSTANDING • VOCABULARY • SPOKEN LANGUAGE	

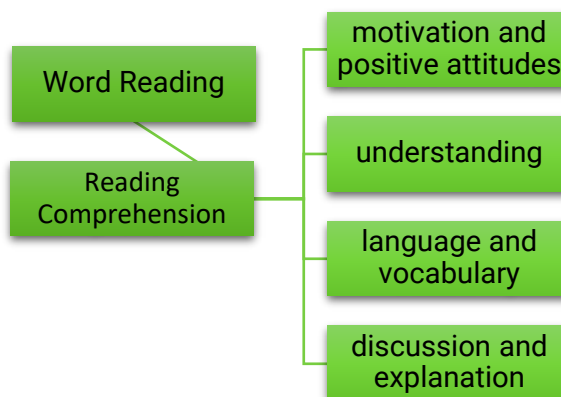
Knowledge and skills for reading
developed from the 2014 national
curriculum for Year 3

Edition 1

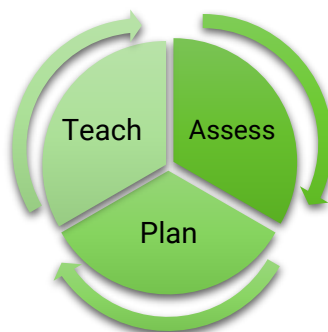
Introduction

The **Planning Platforms** will support teachers with their daily planning and teaching of reading against the expectations of the national curriculum. Each year group has its own platform of objectives. These have been developed in detail from the statutory statements within the national curriculum, ensuring full coverage. They can be used to offer appropriate stretch, challenge and support across the learning needs KS1 and KS2 pupils.

The objectives follow the focuses of the national curriculum as follows:



These statements will support teachers with modelling, planning and text selection, and where appropriate, offer suggestions for teaching strategies. They can be used to ensure that pitch is appropriate for the year group, allowing teachers to integrate the objectives into their own plans. Where relevant, examples are included that illustrate the expectations of a statement. These have been informed by the end of year expectations of the Teacher Assessment Framework (TAF) and Assessing with Age-Related Texts (AART) documents, supporting teachers with delivering the 'assess, plan, teach cycle'.



Where needs fall outside of a pupil's own year group (if a personalised curriculum is required), teachers should refer to Progression in Teaching Reading, tracking back to the appropriate year group.

Personalised objective		Year group planning	
Y1	Y2	Y3	Y4
recalling main events/ideas from a text	recalling main events/ideas from a text conveying simple information derived from main ideas	recalling and sequencing main events from a text identifying main ideas (gist) drawn from more than one paragraph beginning to summarise main ideas drawn from more than one paragraph	recalling and sequencing main events from a text identifying main ideas (gist) drawn from more than one paragraph summarising main ideas drawn from more than one paragraph

Phonic objectives have not been reproduced in full, but are available in the national curriculum's English Appendix.

Reading – word reading
Pupils should be taught to:
• continue to apply phonic knowledge and skills as the route to decode words which are outside their spoken vocabulary • match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should] • re-read and refine reading of phrases or clauses that are tricky to read aloud smoothly on first attempt so that fluency is improved • read most words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words • test out different plausible pronunciations for less familiar words • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet • read longer words, using syllable boundaries and reading each syllable separately before they combine them to read the word • <i>[children should be able to read and understand words with contractions independently. If they are not able to do so, please refer to previous year groups.]</i> • read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity • re-read words or challenging sections of text to ensure understanding through fluency • read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)

Reading – reading comprehension
Pupils should be taught to:
Develop positive attitudes to reading and understanding of what they read by:
• listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books • reading books that are structured in different ways and reading for a range of purposes • empathising with characters, based on their descriptions and actions • identifying with, and exploring characters , using a range of drama techniques e.g. <i>through role play, improvisation, using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley</i> • linking what they read or hear with their own experiences and beginning to link with others' experiences • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • discussing the sequence of events in texts and how items of information are related • identifying common themes e.g. <i>friendship, school life, sibling rivalry</i> and conventions e.g. <i>use of magic objects, good overcoming evil, a bad character learning a lesson and overcoming their behaviour</i> in a wide range of texts • making comparisons within a book e.g. <i>characters, settings</i> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • using dictionaries to check the meanings of words that they have read • identifying words and phrases which are unknown e.g. <i>scrambled; potion; glanced; mangy old parrot</i> • discussing words and phrases that capture the reader's interest and imagination • sustaining interest in longer narratives • reading silently with good understanding • asking for help with unfamiliar pronunciations and meanings • beginning to recommend books that they have enjoyed to their peers • beginning to respond to literary language by phrasing appropriately when reading aloud e.g. <i>puffed himself up like a turkey; rang with the sound of hobnailed boots; shouts rent the air</i> • beginning to internalise rhythms/ stresses signalled by grammatical structures e.g. <i>questions, conjunctions</i> • building upon a repertoire of poems learnt by heart • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry

Understand what they read, in books they can read independently, by:
• drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • reading with appropriate expression through phrasing, stress and pitch • responding to open questions and prompts e.g. <i>tell me about...</i> • asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading e.g. <i>How would I feel if I suddenly developed a superpower? Why did the brother and sister join forces in America?</i> • using tentative language to speculate on possibilities raised by the text e.g. <i>After the competition with the strong man, Josie could ... We know Mr Two-suit likes money, what else might he be after?</i> • making connections (<i>with experiences and other texts</i>) in order to refine thoughts/responses e.g. <i>Mildred's spells go wrong and it's funny but it's also embarrassing for her, like when I first tried riding my bike and couldn't do it. I've read other books where children have to make new friends in a new place. It's hard at first but then they do it.</i> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • beginning to recognise that characters may have different perspectives in the story of the same event(s) • recognising that settings may affect feelings and behaviours • beginning to consider how setting descriptions may affect the reader • predicting what might happen from details stated and implied • beginning to indicate the likelihood of a suggestion being correct • predicting how characters might behave, thinking about events so far, settings and beginning to consider changes in atmosphere • recalling and sequencing main events from a text • identifying main ideas (gist) drawn from more than one paragraph • beginning to summarise main ideas drawn from more than one paragraph • beginning to use skimming and scanning strategies • retrieving information from the text then checking the selection is what is required • beginning to select related information from more than one place in a text • identifying how language structure and presentation contribute to meaning (see Assessing with Age-Related Texts for fiction examples) <u>for language:</u> - o <i>'After many more years of trading and travelling...'; 'kept heading east'</i> <u>for structure:</u> - o <i>Use of increasing range of adverbials and prepositions to provide greater detail about when, where and how things happen.</i> <u>for presentation:</u> <i>Events are supported by illustrations.</i>

Discuss how authors use language, including figurative language, considering the impact on the reader by:

- discussing the way descriptive language and small details are used to create an impression for the reader
- discussing the meaning of figurative words and phrases (fiction and non-fiction)
- exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning e.g. 'Give me a break!' (*Strongest Girl in the World*))

Retrieve and record information from non-fiction by:

- collecting and discussing unknown technical or subject specific vocabulary
- using features such as: contents, index, headings and links within a web page to navigate a text
- re-reading to find specific information in a non-fiction text
- retrieving information from specified aspects of a text e.g. headings, graphs, illustrations, subheadings
- identifying keywords and main points within the text
- recording information gained from reading in a variety of simple forms e.g. notes, mind maps, flow charts and tables

Begin to provide reasoned justification for their views by:

- justifying their views about what they have read or have had read to them referring back to the text for evidence e.g. *Ethel seems to be very clever but she's not very nice because she's often mean to Mildred when her spells don't work.*
- expressing and justifying personal preferences regarding authors/named books/poets/genres

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 by:

- listening and making relevant, related comments
- commenting or asking for an explanation
- beginning to recognise that opinions may change as a result of listening attentively to others
- asking questions for clarification and understanding
- posing 'what if?' questions that may change the outcome or direction of the line of enquiry/dilemma
- participating and speaking audibly in a range of situations
- beginning to use evidence to defend points of view
- beginning to develop, agree and evaluate rules for effective discussion
- taking turns in group or class conversations
- beginning to follow up others' points
- showing whether they agree or disagree in a group or whole-class discussion

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:

- expressing ideas showing understanding of what has been read
- beginning to develop clarity of personal responses
- explaining or giving reasons for their views or choices, referring to the context and offering evidence to support their opinion
- explaining to others what they have read or found out
- beginning to provide a summary of what has been read or found out for own and others' use

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