

National Curriculum Expectations

Year 3

By year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that allows them to focus on understanding what they have read, rather than on decoding individual words. They should be able to decode most new words outside of their spoken vocabulary, making a good attempt at the word's pronunciation. As their decoding skills become more secure, efforts should be made to introduce children to new words which will increase their vocabulary. This can be done through discussion and by introducing children to a wide range of texts, including stories, poems, plays and non-fiction pieces on a wide range of subjects. They should be able to read these texts independently, fluently and enthusiastically, and should be learning to read silently to themselves.



What This Means for Parents

- Allow your child to experience lots of books on many different topics. This goes beyond the home reading book your child is given by school.
- Encourage your child to attempt to pronounce new words they see on signs or within their environment and model the correct way.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.

Year 3 children are expected to:	To support this, you could say:
<ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	<p>Can you find a word which begins with the prefix dis-?</p> <p>What does the prefix anti- mean? So what might this new word mean?</p>
<ul style="list-style-type: none">• develop positive attitudes to reading and an understanding of what they have read	<p>What happened in your story?</p> <p>What kind of text would you like to read next?</p>
<ul style="list-style-type: none">• listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books	<p>What did you think about...?</p> <p>Shall we go and watch a play about...?</p>
<ul style="list-style-type: none">• use dictionaries to check the meaning of words they have read	<p>If you're not sure what a word means, what could you do?</p>
<ul style="list-style-type: none">• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	<p>What genre is this text?</p> <p>Can you tell me the story of...?</p> <p>Do you know any myths?</p>

Year 3 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> identify themes and conventions within texts 	What message do you think this story is trying to tell us?
<ul style="list-style-type: none"> prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<p>Would you like to read a poem to us after dinner?</p> <p>This part of the script is a troll speaking; how might they say it?</p>
<ul style="list-style-type: none"> discuss words and phrases that capture the reader's interest and imagination 	What an interesting use of words; why do you think the author chose those?
<ul style="list-style-type: none"> recognise some forms of poetry, e.g. free verse, narrative poetry 	Do you know what kind of poem this is?
<ul style="list-style-type: none"> check that the text makes sense to them 	Did you understand that?
<ul style="list-style-type: none"> discuss their understanding of the text 	What do you think that means?
<ul style="list-style-type: none"> explain the meaning of new words in context 	What does... mean? I've never heard of that before.
<ul style="list-style-type: none"> ask questions to improve their understanding of the text 	Is there anything you want to ask that you're not sure about?
<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives 	<p>How do you think... is feeling? What makes you think that?</p> <p>Why did he make that choice?</p>

Year 3 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> predict what might happen from the details stated and implied 	<p>If they just..., what might they do next?</p> <p>Who could it be? What makes you think that?</p>
<ul style="list-style-type: none"> identify the main ideas drawn from more than one paragraph and summarise these 	<p>So, what has this part of the story been about?</p> <p>Have you spotted a theme in the story?</p>
<ul style="list-style-type: none"> identify how language, structure and presentation contribute to meaning 	<p>Why do you think the author has used... in the text?</p>
<ul style="list-style-type: none"> retrieve and record information from non-fiction texts 	<p>What did...?</p> <p>Which part tells you about...?</p>
<ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say 	<p>Would you like me to read this page?</p> <p>What did you think of...?</p> <p>I thought that...</p> <p>Do you think... would like this book?</p> <p>What makes you think that?</p>

