

The Federation of Nettlestone & Newchurch Primary Curriculum Overview English Year 3-Reading

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p><u>Reading: Clarify</u></p> <ul style="list-style-type: none">• I can ask questions to improve their understanding of a text.• I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.• I am developing positive attitudes to reading and understanding of what I read by using dictionaries to check the meaning of words I have read. KPI• I can self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context.• I can understand what I read, in books I can read independently. KPI• I can use known strategies appropriately to establish meaning, in books that can be read independently.		

Reading: Comprehension (Monitor and Summarise)

- I can show understanding of the main points drawn from more than one paragraph.

Reading: Comprehension (Respond and Explain)

- I am able to discuss words and phrases that capture the reader's interest and imagination.
- **I am developing positive attitudes to reading and understanding of what I read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. KPI**
- I can recognise some different forms of poetry [for example, free verse, narrative poetry].

Reading: Comprehension (Select and Retrieve)

- I am beginning to recognise fact and opinion.
- I can locate information using skimming, scanning and text marking.
- **I can retrieve and record information from non-fiction.**

Reading: Comprehension (Monitor and Summarise)

- I can identify main ideas drawn from more than one paragraph and summarise these.

Reading: Comprehension (Respond and Explain)

- I can begin to use vocabulary from the text to support responses and explanations.
- I can use specific vocabulary and ideas expressed in the text to support my own views.

Reading: Comprehension (Select and Retrieve)

- I can extract information from the text and make notes using reference to the text.

Reading: Comprehension (Monitor and Summarise)

- I can summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text.

KPI

- I can use text features to locate information e.g. contents, indices, subheadings.

Reading: Inference

- I can discuss the actions of characters.
- I can make plausible predictions based on knowledge of the text.
- **I can understand what I have read independently by predicting what might happen from details stated and implied. KPI**
- **I can understand what I read (in books I can read independently) by inferring feelings, thoughts and motives of main characters from their actions, and justify inferences with evidence. KPI**

Reading: Language for Effect

- I can identify how language, structure and presentation contribute to meaning.
- I can identify specific language which contributes to the development of meaning.
- I can identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest me.

Reading: Inference

- I can draw generally accurate inferences and predictions, sometimes, but not always, fully supported through reference to the text.

Reading: Language for Effect

- I can discuss the effect specific language has on the reader.

Reading: Language for Effect

- I am beginning to discuss how language, structure and presentation help the reader to understand the text.

Reading: Themes and Conventions

- I can identify presentational devices in non-fiction.
- I can read books that are structured in different ways and show some awareness of the various purposes for reading, (e.g. reference books for information and novels or poetry for entertainment).
- I can recognise conventions in age- appropriate texts (e.g. the use of magical devices in fairy stories and folk tales, or the use of first person in diaries).
- I can recognise themes in age- appropriate texts, such as the triumph of good over evil.
- **I am developing positive attitudes to reading and understanding of what I read by identifying themes and conventions in a wide range of books, drawing on a growing knowledge of authors. KPI**

Reading: Word Reading

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English

Reading: Themes and Conventions

- I am beginning to relate texts to human themes present in the wider world.
- I can explore and discuss underlying themes and ideas.
- I can identify books set in different culture or historical setting.
- **I am developing positive attitudes to reading and understanding of what they read. KPI**

Reading: Word Reading

- I can apply Hampshire Core Spelling Curriculum knowledge when reading.
- I can read accurately root words,

Reading: Themes and Conventions

- **I am developing positive attitudes to reading and understanding of what I read by identifying themes and conventions in a wide range of books, drawing on a growing knowledge of authors. KPI**

Reading: Word Reading

- I can apply Hampshire Core Spelling Curriculum knowledge when reading.
- I can read accurately root words,

Appendix 1, both to read aloud and to understand the meaning of new words I meet.

- **I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. KPI**
- I can apply Hampshire Core Spelling Curriculum knowledge when reading.

prefixes, suffixes and exception words from Hampshire Core Spelling Curriculum.

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