



## Age-related expectations: Year Three

# Reading

Range of Texts	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry.</p>
Themes and Conventions	<p>Identifying themes and conventions in a wide range of books.</p>
Making Inferences	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied</p>
Comprehension	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Retrieve and record information from non-fiction.</p> <p>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.</p>
Language and Effect	<p>Discussing word and phrases that capture the reader's interest and imagination.</p>
Word Reading	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>