



Achieving age-related expectations in Year 3 - Reading

Fluency – Clarity – Accuracy – Coherence

The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Non-Statutory Guidance

Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Word Reading

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to 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].

Comprehension

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Spelling

Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Handwriting

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Composition

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Vocabulary, Grammar and Punctuation

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

READING								
Year 3	Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> 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 <i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</i> 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text <i>Use dictionaries to check the meaning of words that they have read</i> <i>Use a range of known strategies appropriately to establish meaning in books that can be read independently</i> 	<ul style="list-style-type: none"> <i>Show understanding of the main points drawn from one paragraph</i> 	<ul style="list-style-type: none"> <i>Uses text features to locate information e.g. contents, indices, subheadings</i> <i>Locate and retrieve information using skimming, scanning and text marking</i> 	<ul style="list-style-type: none"> <i>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks</i> Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> <i>Predict what might happen from details stated and implied</i> <i>Draw plausible inferences, often supported through reference to the text</i> 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning <i>Discuss the effect of specific language on the reader</i> 	<ul style="list-style-type: none"> Read books that are structured in different ways and show some awareness of the various purposes for reading <i>Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales</i> <i>Identify and name presentational devices in non-fiction</i>
Phase 2		<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> <i>Show understanding of the main points drawn from more than one paragraph</i> 	<ul style="list-style-type: none"> <i>Begin to recognise fact and opinion</i> 	<ul style="list-style-type: none"> <i>Begin to use vocabulary from the text to support responses and explanations</i> 	<ul style="list-style-type: none"> <i>Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions</i> <i>Justify inferences with evidence</i> 	<ul style="list-style-type: none"> <i>Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them</i> 	<ul style="list-style-type: none"> Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally <i>Can explore and discuss underlying themes and ideas</i>
Phase 3				<ul style="list-style-type: none"> <i>Retrieve and record information from non-fiction</i> <i>Extract information and make notes</i> 	<ul style="list-style-type: none"> <i>Use specific vocabulary and ideas expressed in the text to support own views</i> 		<ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum) 	

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge... Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37