



The Year 3 Reader at Margaret Wix Primary School

By the beginning of 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 is sufficient for them to focus on understanding what they read rather than on decoding individual words.

Children should be starting to decode words, which are outside of their spoken language vocabulary. This will be achieved within the two areas that reading consists of:

- Word reading
- Comprehension

Word Reading

This involves children being able to decode unfamiliar words and being able to understand that letters on a page represent the sounds in spoken words. The following areas will be taught throughout Year 3:

- To be able to apply their growing knowledge of root words, prefixes and suffixes to help read aloud and understand the meaning of new words they meet
- Be able to read words that don't follow the usual rules (exception words) noting the unusual patterns between spelling and sound, and where these occur in the word.

Comprehension

Once children have built up the ability to decode and understand words they are able to discuss books with the adults around them, creating a love of reading and a sense of independence. Children in Year 3 will be taught the following:

- How to listen to and discuss the features of a wide range of fiction, poetry, plays, nonfiction and reference books
- To understand that books are structured in different ways and are read for different purposes
- How to use dictionaries to check the meaning of words that are unfamiliar to them
- To increase their familiarity with a range of books (fairy stories, myths and legends)
- Preparing stories to perform and read aloud; showing their understanding through tone, volume and actions

- To discuss words and phrases that capture their imagination as readers
- Recognise some different forms of poetry

Within their own reading books

Children are encouraged to analyse and understand what they are reading through:

- Checking that the text makes sense to them; discussing their understanding and explaining the meaning of words to adults around them
- Asking questions to improve their understanding of the text
- Inferring characters feelings, thoughts and motives from their actions and justifying these inferences with evidence from the text
- Predicting what might happen from details stated

Learning to summarise sections of their books The above bullet points should be encouraged at home, when children are being listened to read.