



Year Three Reading Expectations – updated November 2022

Word Reading	Vocabulary, Book Talk & Oracy	Comprehension – Retrieval (continued)	Comprehension – Inference Greater Depth	Comprehension – explanation & evaluation	Identifying themes and comparing texts
Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand the meaning of new words	Investigate and make sense of new vocabulary including making links between new words, known words, prior knowledge and previous reading or personal experience	Identify the main idea from different paragraphs in both fiction and non-fiction texts and summarise these for note-making or paraphrasing into a new paragraph	Develop inference by identifying meanings eg. The way impressions of characters are conveyed through choice of detail and language -Explicitly demonstrate the use the Active Reading Strategies of Questioning, Predicting, Connecting and Evaluating eg. Through keeping a simple reading journal	Identify how structure, organisation and presentation contributes to meaning e.g. how context, contents pages, glossary, labels, captions, diagrams etc add more meaning to non-fiction text and enable them to extract information.	Makes some simple connections between texts identified, e.g. similarities in plot, topic, or books by same author, about same characters
Uses a range of strategies independently to establish the meaning of words in reading	Discuss word meanings linking to prior knowledge known words evaluating through lines of intensity				
Read aloud, present and perform own writing, poems and play scripts, showing understanding intonation, volume, tone and punctuation	Vocabulary, Book Talk & Oracy Greater Depth	Answer a range of question styles True/False/Prove It/Complete missing facts from a table by providing relevant quotations Provide more than one example - multiple choice	Answer inference test style questions including using inference to provide more than one reason or expand on an answer providing evidence in a 2 mark question	Comprehension – explanation & evaluation GD	Identify themes & compare texts GD
Develop a positive attitude towards reading including reading independently for sustained periods of time school reading expectations Brown – end of Autumn Term Grey – end of Summer Term	Independently collect vocabulary and phrases from reading to apply into writing				
Word Reading Greater Depth	Poetry	GD Retrieval	Comprehension – explanation & evaluation	-Blooms Taxonomy – using and developing the skills of ‘evaluate’ eg. Explore figurative language and succinctly explain the way it conveys meaning -Blooms Taxonomy – using and developing the skills of ‘create’ – eg. Writing a prequel or a sequel or alternative ending -Blooms Taxonomy – using the and developing the skills of ‘analyse’ – eg. Critical opinion in the form of more in depth book reviews -Answer questions which involve finding words with similar meanings	Begin to independently critique and compare texts
Read beyond Brown Level -Independently or work collaboratively as a group to explore new texts at an increased level of difficulty from the rest of the class	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Retrieve information from more than one text and apply to own writing for a given purpose including different viewpoints, reasons or arguments			
Vocabulary, Book Talk & Oracy	Comprehension - prediction	Comprehension - Inference	Identify words and phrases that have a given meaning, or similar meanings in a text eg. Find two words that mean	Identifying themes and comparing texts	Comprehension - Summarising
Participate in discussion about texts they have both read individually and listened to use increasingly sophisticated sentence stems Express views, preferences and opinions with justifications Explain understanding eg. Reasons for events taking place with justifications Participate in discussion eg., building on what others say talk about favourite words and phrases with justifications	Make predictions justifying with own opinions, reasons linked to prior knowledge or evidence from a text or illustration Prediction - GD Make predictions, evaluate and adjust through reading by providing justification articulate why	infer characters’ feelings, thoughts and motives from their actions. Justify answers making references to the text POINT + EVIDENCE As an active reader – ask questions, make predictions, evaluate			
. Expand vocabulary by learning collecting and using new words and phrases from reading, including theme and spelling them correctly using classroom resources as an aid	Comprehension - retrieval Use skimming and scanning skills to retrieve information from a text for a range of purposes eg. Answer simple questions, or fact file	Answer inference test style questions including using inference to provide more than one reason or expand on an answer providing evidence in a 2 mark question	Discuss words and phrases that captures the readers interest and imagination and explain why and how they contribute to meaning. (authorial intent- pupils can identify words and phrases that interest, inspire or intrigue them form their reading and usually say why)	Make comparisons across a text eg. Change in character’s emotions	Sequence given statements – comprehension style questions
			Identify the purpose of a text or paragraph and how language, structure, grammar contribute meaning, create mood and build up tension		
			Understands the use of different voices in s eg. narrator, 1st person	Comprehension – Summarising GD	Story map a text Identify the ideas from more than one paragraph of fiction - supported
			Compare similarities and differences between different versions of the same story		Independently identify ideas from fiction and non-fiction

