

Year 3 Targets

Oral

- Orally retell whole stories/sections of stories linked to the Y3 range
- Recite poems by heart, using intonation, tone and volume to gain the interest of the listener e.g. Waves (Jackie Kay) The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee)
- Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action
- Response Discuss their understanding of both texts they have read independently and those read to them (see range)
- Express their views and listen to the views of others
- Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man?

Word reading

- In line with Appendix 1: apply their knowledge of root words, prefixes and suffixes to read aloud
- In line with Appendix 1: note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words
- Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently
- Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint)

V	<ul style="list-style-type: none"> • Identify and discuss the meaning of words in context e.g. I think 'generous' means kind because he gave his money away • Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck
I	<ul style="list-style-type: none"> • Draw inferences about characters' thoughts and actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads • Justify inferences with a single piece of evidence from the text to support one specific point
P	<ul style="list-style-type: none"> • Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied
E	<ul style="list-style-type: none"> • Identify the language conventions of non-fiction in relation to the text type (see range) • Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil • Identify the structural conventions of non-fiction in relation to the text type (see range) • Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'
R	<ul style="list-style-type: none"> • Use contents and sub-headings to locate relevant information • Identify a main topic to research, independently and through shared reading
S	<ul style="list-style-type: none"> • Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed. • Make notes from one source to capture key information about a topic through recording or highlighting sentences/key words e.g. information about penguins' habitats