

## Year 3 Reading with the Body

Physical Learning: The Psychomotor Domain

### Word reading

Discriminates and articulates words with suffixes and prefixes [all prior, and many Year 3 List] embedded in words and can discuss their root words, using these to read unfamiliar words.

Recognises all Year 1 & 2 list words on sight and is adding a range of Year 3, noticing correspondences between exceptions to word spelling and pronunciation.

### Comprehension

Is beginning physically to navigate longer texts to retrieve information, turning pages, moving between chapters and indicating with their finger the part of the page where it is stored, often needing adult or peer support.

Uses contents pages, menu bars, indices and page numbers to navigate longer non-fiction texts and websites, retrieving information, often needing adult or peer support.

With support and encouragement experiments with readings and recitals of shorter poems, myths, legends and non-fiction and showing understanding through intonation, tone, volume and action.

Sometimes and with support checks that the text makes sense as they read longer sentences and paragraphs, correcting inaccuracies and occasionally inflection.

### Word reading

Discriminates and articulates words with suffixes and prefixes [all prior, and most Year 3 List] embedded in words and can discuss their root words, using these to recognise and read unfamiliar words.

Recognises all Year 1 & 2 list words on sight and is adding a range of Year 3, noticing correspondences between exceptions to word spelling and pronunciation.

### Comprehension

Physically navigates longer texts to retrieve information, turning pages, moving between chapters and indicating with their finger the part of the page where it is stored, often needing adult or peer support.

Uses contents pages, menu bars, indices and page numbers to navigate longer non-fiction texts and websites, retrieving information whilst occasionally needing adult or peer support.

Experiments with readings and recitals of shorter poems, myths, legends and non-fiction and showing understanding through intonation, tone, volume and action.

Often checks that the age-expected text makes sense as they read longer sentences and paragraphs, correcting inaccuracies and occasionally inflection.

### Word reading

Independently and fluently discriminates and articulates words with suffixes and prefixes [all prior and entire Year 3 List] embedded in words and can discuss their root words, using these to swiftly recognise and read unfamiliar words.

Recognises all Year 1, 2 & 3 list words on sight, noting correspondences between exceptions to word spelling and pronunciation.

### Comprehension

Confidently navigates longer texts retrieving information, turning pages efficiently, moving between chapters and indicating with their finger the part of the page where it's stored.

Uses contents pages, menu bars, indices and page numbers with confidence to navigate longer non-fiction texts and websites, retrieving information accurately.

Practices and rehearses readings and recitals of shorter poems, myths, legends and non-fiction and showing understanding through intonation, tone, volume and action.

Habitually checks that the age-appropriate text makes sense as they read longer sentences and paragraphs, verbally correcting inaccuracies and occasionally inflection.

## Year 3 Reading with the Mind

Mental Learning: The Cognitive Domain

### Word reading

Identifies all Phase 1-6 GPCs and many Year 3 Common Exception Words, identifying the exceptions.

Reads age-appropriate texts fluently at a rate that promotes comprehension over decoding, relying much less on decoding [Reads Book Band 11 Lime]

Often reads accurately the singular possessive apostrophe. [e.g. Jed's Dad]

Reads a range of words with thus far taught Y3 suffixes, prefixes and morphology.

### Comprehension

Is familiar with and reads a range of fiction and non-fiction works by a range of authors at an age-appropriate level including myths and legends, understanding texts [Lime.]

With support occasionally speculates on word meanings, relating them by spelling, linking new words and meanings to those already known.

Sometimes infers meaning based on what is said and done in texts relating to own experiences and beginning to show an understanding of *show not tell* writing.

Makes predictions about what might happen next and finally in narratives, and what content may be in a nonfiction book giving reasons based on current text.

Reads for a range of purposes including for pleasure and research.

When prompted uses a dictionary to check the spelling of words.

Remembers salient points, characters and sequence of stories studied if questioned.

Identifies some themes in a limited range of fiction and non-fiction books.

Occasionally discriminates between rhymed and unrhymed poetry.

Identifies simply how language contributes to meaning.

### Word reading

Identifies all Phase 1-6 GPCs and most Year 3 Common Exception Words, identifying the exceptions.

Reads age-appropriate texts fluently at a rate that promotes comprehension over decoding, relying much less on decoding [Book Band 12A Brown]

Usually reads accurately the singular possessive apostrophe. [e.g. Jed's Dad]

Reads a range of words with thus far taught Y3 suffixes, prefixes and morphology.

### Comprehension

Is familiar with and reads a widening range of fiction and non-fiction works by a range of authors at an age-appropriate level including myths and legends, understanding texts up to and including **Book Band Brown (12A)**.

When encouraged, often speculates on word meanings, relating them by spelling, linking new words and meanings to those already known.

Often infers meaning based on what is said and done in texts relating to own experiences and beginning to show an understanding of *show not tell* writing.

Often makes predictions about what might happen next and finally in narratives, and what content may be in a non-fiction book giving reasons based on current text.

Frequently reads for a range of purposes including for pleasure and research.

Often uses a dictionary independently to check the spelling of words.

Usually remembers the salient points, characters and sequence of stories they have studied when questioned.

Identifies some themes in a limited range of fiction and non-fiction books.

Sometimes discriminates between rhymed and unrhymed poetry.

Identifies simply how language and structure contribute to meaning.

### Word reading

Identifies Phase 1-6 and Year 3 Common Exception Words, identifying the exceptions.

Reads age-appropriate texts fluently at a rate that promotes comprehension over decoding, relying much less on decoding [Reads Book Band Brown B]

Understands and reads accurately the singular possessive apostrophe. [the pig's dad]

Reads fluently words with newly taught Y3 suffixes, prefixes and morphology.

### Comprehension

Is familiar with and reads independently a wide range of fiction and non-fiction works by a growing range of authors at an age-appropriate level including myths and legends, understanding texts up to and including **Book Band Brown B**.

Speculates on word meanings, relating them by spelling and class, linking new words and meanings to those already known.

Infers meaning based on what is said and done in texts relating to own experiences and showing an understanding of *show not tell* writing.

Makes plausible predictions about what might happen next and finally in narratives, and what content may be in a nonfiction book giving reasons from recent and current text.

Reads for a range of purposes including for pleasure and research.

Independently uses a dictionary to check the spelling of words.

Remembers the salient points, characters and sequence of stories they have studied, retelling with detail.

Identifies the themes of a range of fiction and non-fiction books.

Identifies some forms of poetry in simple terms (rhymed, unrhymed, metrical, etc.)

Identifies simply how language, structure and presentation contribute to meaning.

## Year 3 Reading with the Spirit

Spiritual Learning: The Affective Domain

### Word reading

Is beginning to enjoy the rewards of reading more challenging texts.

Is beginning to take pride in reading more complex words.

### Comprehension

With support discusses age-appropriate poems, stories and non-fiction they have enjoyed or been affected by, giving personal responses.

Is beginning to link what they read or hear to their own experiences or memories, tracking and mapping emotions in fiction in a limited way.

In an organised and supported forum, participates in discussion about what is read to them, taking turns and listening to what others say.

With support begins to justify their views and opinions about texts.

Responds to what they have read, when supported and encouraged, encouraged, with short, simple, collaborative presentations, artworks and dramas

Occasionally discusses their personal and subjective responses to books identifying words and phrases which capture their imagination and interest and discussing them with others.

Begins to be curious and ask questions about the text, related to character and setting.

Is beginning to develop preferences for authors or books.

### Word reading

Frequently enjoys the rewards of reading more challenging texts.

Often takes pride in reading more complex words.

### Comprehension

With encouragement, discusses age-appropriate poems, stories and non-fiction they have enjoyed or been affected by, giving personal responses and opinions.

When encouraged to, often links what they read or hear to their own experiences, memories, emotions and aspirations, tracking and mapping emotions in fiction in a limited way.

Frequently participates in discussion about what is read to them, usually taking turns and listening to what others say.

Begins to independently justify their personal views and opinions about texts.

In discussions about books, starts to show empathy with more than one character or protagonist suggesting what they may be feeling or offering a motivation for actions.

Responds to what they have read, when encouraged, with short, simple, collaborative presentations, artworks and dramas.

Discusses their personal and subjective responses to books identifying words and phrases which capture their imagination and interest and discussing them with others.

Is curious and asks questions about the text, related to character, setting and motivation.

When engaged on the topic, has or is forming preferences about favourite authors or books and can discuss them.

### Word reading

Enjoys the rewards of reading more challenging texts.

Takes pride in success in reading more complex words.

### Comprehension

Independently discusses a range of age-appropriate poems, stories and non-fiction they have enjoyed or been affected by, giving personal responses and opinions.

Independently links what they read or hear to their own experiences, memories, emotions and aspirations, tracking and mapping emotions in fiction in a limited way.

Participates in discussion about what is read to them, taking turns and listening to what others say.

With support begins to justify their views and opinions about texts.

In discussions about books, shows empathy with more than one character or protagonist suggesting what they may be feeling or offering a motivation for actions.

Responds to what they have read, when encouraged, with short, simple, collaborative presentations, artworks and dramas.

Discusses their personal and subjective responses to books identifying words and phrases which capture their imagination and interest and discussing them with others.

Is curious and asks questions about the text, related to character, setting and motivation.

Has or is forming preferences about authors or books and can discuss it/them.

# Year 3 | Grammar, Punctuation and Spelling

Spelling List	accident(ally) actual(ly) believe bicycle breath breathe build complete consider continue disappear describe early earth	eight eighth enough exercise experience experiment extreme favourite fruit group heard heart height history	increase interest imagine important learn material minute natural occasion(ally) often ordinary perhaps potatoes	probably promise purpose quarter recent reign regular remember surprise straight therefore weight Woman women
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**Word**  
 Formation of **nouns** using a range of **prefixes** [for example *super-*, *anti-*, *auto-*]  
 Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]  
**Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*]

**Spelling Rules**  
 Prefixes: dis- mis- in- re- sub- tele- super- auto -  
 Suffixes: -ly added to consonant [actual(ly) ] Plus 4 exceptions:  
 1. If the root word ends in -y with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable.  
 2. (2) If the root word ends with **-le**, the **-le** is changed to **-ly**.  
 3. If the root word ends with **-ic**, **-ally** is added rather than just **-ly**, except in the word *publicly*.  
 4. The words *truly*, *duly*, *wholly*.  
 -sion (e.g. tension) / -ous (atrocious)  
 The /<sup>^</sup>/ sound spelled ou (e.g. rough)  
 /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)  
 ch saying /k/ (choir) and /ʃ/ (chef)  
 que says /k/ (cheque) and gue says /g/ (league)  
 reads words as groups of syllables syll/a/ble/s

**Sentence**  
 Expressing time, place and cause using  
**conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*],  
**adverbs** [for example, *then*, *next*, *soon*, *therefore*], or  
**prepositions** [for example, *before*, *after*, *during*, *because of*]

**Text**  
 Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation  
 Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

**Punctuation**  
 Introduction to inverted commas to **punctuate** direct speech  
 Using the possessive apostrophe for singular nouns [e.g. Batman's shame.]  
 Using commas after fronted adverbials e.g. For example, like the example in this sentence.

**Vocabulary for Children to explore and understand**  
 preposition, conjunction word family, prefix  
 clause, subordinate clause direct speech  
 consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')