

## Y3 National Curriculum Reading Skills

### To maintain positive attitudes to reading and understanding of what they read by:

- develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning (E2)
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (E1/S5)
- reading books that are structured in different ways and reading for a range of purposes (E2)
- using dictionaries to check the meaning of words that they have read (V4)
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (E1/E5)
- identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (E1)
- discussing words and phrases that capture the reader's interest and imagination (V2)
- recognising some different forms of poetry [for example, free verse, narrative poetry] (E1/E5)
- understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context (V3/S2)
- asking questions to improve their understanding of a text (I3)
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied (I2/3)
- identifying main ideas drawn from more than one paragraph and summarising these (S1)
- retrieve and record information from non-fiction (R5)
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say( E1/2/3)

### Vocabulary

- use dictionaries to check the meaning of words that they have read
- discuss words that capture the readers interest or imagination
- identify how language choices help build meaning
- find the meaning of new words using substitution within a sentence.

### Inference

- children can infer characters' feelings, thoughts and motives from their stated actions.
- justify inferences by referencing a specific point in the text.
- ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.
- make inferences about actions or events

### Prediction

- justify predictions using evidence from the text.
- use relevant prior knowledge to make predictions and justify them.
- use details from the text to form further predictions.

### Explaining

- discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books
- identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts
- recognise authorial choices and the purpose of these

### Retrieval

- use contents page and subheadings to locate information
- learn the skill of 'skim and scan' to retrieve details.
- begin to use quotations from the text.
- retrieve and record information from a fiction text.
- retrieve information from a non-fiction text

### Summarise

- identifying main ideas drawn from a key paragraph or page and summarising these
- begin to distinguish between the important and less important information in a text.
- give a brief verbal summary of a story.
- teachers begin to model how to record summary writing.
- identify themes from a wide range of books  
make simple notes from one source of writing