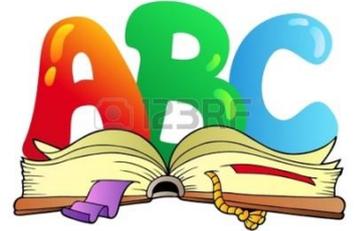




Year 3 Reading

Word Reading

- ✓ I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly) to help me read aloud and to understand the meaning of new words.
- ✓ **I can read further exception words including words that do not follow spelling patterns.**



Comprehension

- ✓ **I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.**
- ✓ I can show that I enjoy reading by reading lots of different types of books.
- ✓ I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others.
- ✓ **I can tell you what a book that I am reading is about.**
- ✓ I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.
- ✓ I can understand what I have read, checking that it makes sense by talking to others about it.
- ✓ I can ask questions about the texts that I have read to help me understand them.
- ✓ **I can work out what a character in a book is feeling by the actions they take and can explain how I know.**
- ✓ **I can predict what might happen from clues in what I have read.**
- ✓ I can tell someone about the main ideas in a paragraph.
- ✓ I can use non-fiction texts to find out information on a subject.
- ✓ I can read aloud poems and performing play scripts.
- ✓ I can discuss words in the books that I read that excite me.
- ✓ I can talk about books and poems and I can take turns in telling people about them.



Spoken Language

- ✓ I can listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ✓ I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.
- ✓ I can talk about words and phrases that capture the reader's interest and imagination.
- ✓ I can ask questions to improve my understanding of a text.
- ✓ I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.
- ✓ I can make up and repeat sentences aloud (including conversations).
- ✓ I can read aloud my own writing, controlling the tone and volume of my voice so that the meaning is clear.
- ✓ I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- ✓ I can describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or less than a right angle.
- ✓ I can ask relevant questions and use different types of scientific enquiries to answer them.
- ✓ I can make a spoken report on findings from scientific enquiries.
- ✓ I can use relevant scientific language to discuss my ideas and communicate findings in ways that are appropriate for different audiences.

