As a Year 3 Reader

Word reading
Read age-appropriate books fluently and accurately using intonation. Pupils show stamina and resilience reading longer age-appropriate texts. Pupils apply these developed reading skills across a wider range of fiction; non-fiction and poetry. They are confident at applying these skills when they read texts across the curriculum that are unseen.
Skimming and scanning Skim opening sentences of each paragraph to get an overview of a page or section of text. Identify sections of a text what they need to read carefully in order to find specific information. .
1a/2a Vocabulary Identify where an author uses alternatives and synonyms for common or over used words and speculate the meaning implied. Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.
1b/2b Retrieval Use different formats to retrieve, record and explain information about what they have read in a range of texts. Locate, retrieve and collect information from texts about significant or important elements or aspects characters, events, topics)

Take information from diagrams, flow charts where it is presented differently.

1c/2c Summarise/sequence

Retell main points of a story in sequence.

Identify a few key points from across a non-fiction passage.

1d/2d Inference

Understand how what a character days or does can impact on other characters or events described in a narrative.

1e/2e   Prediction

Update and modify predictions about events, character or ideas in a text throughout reading.

2f Explain

Teachers scaffold frames to support pupils to find evidence to support their points (using Impression/ Evidence through PE)

Pupils further develop their understanding of the writer/ reader relationship and this begins to show in their own writing

2g author's use

Pupils develop an understanding of how texts are presented and can follow the text (sub headings, title, captions)

Discuss the language used to create significant aspects of a text opening, build up, and how the writer implies as well as tells.