



## Year 3 Reading Comprehension Curriculum

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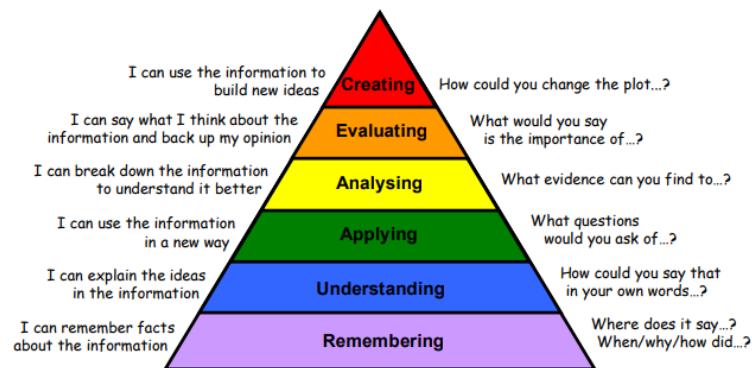
## Develop positive attitudes to reading

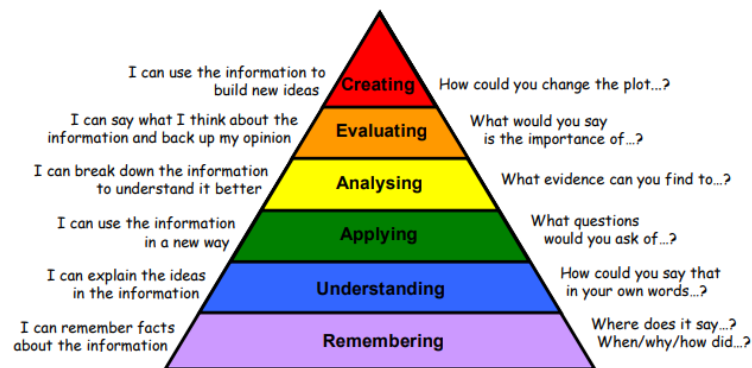
Key Objective/Skill	Key approach(es)?
<b>1a. Take pleasure in reading: Develop positive attitudes to reading and enjoy listening to books read to them</b> <b>Year 3:</b> Sustain their reading for enjoyment and to find out	Story time Accelerated Reader (AR) texts Topic Book days
<b>1b. Read independently and in groups. Enjoy listening to books read to them.</b> <b>ALL YEARS:</b> Read independently and in groups and enjoy listening to books read to them.	Independent reading of AR texts Book corner Guided reading (reciprocal reading roles) Storytime Topic 1:1 reading time Book days
<b>1c. Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say.</b> <b>Year 3:</b> Discuss why they like particular books or authors with others, giving reasons	Guided reading English texts Assemblies based on books/stories Reading as a reader (T4W) Library time 1:1 reading time Book days Paired reading
<b>1d. Extend their range of reading.</b> <b>Year 3:</b> Extend the range of books read by browsing and selecting texts, including poetry, to read independently	Accelerated Reader (AR) texts Topic Library time Book days 1:1 reading time

## Skills and strategies to read for understanding

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
<p><b>2a. Use prior knowledge to support understanding.</b></p> <p><b>Year 3:</b> Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.</p>	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> </ul>	<ul style="list-style-type: none"> <li>Begin reading by discussing what is already known about a topic or event</li> <li>Encourage children to make links between their reading and their own experience</li> <li>Consider what is known or might be expected from other, similar texts</li> <li>Use prior knowledge to inform predictions and speculations about a text, (but be prepared to modify these in the light of what you actually read)</li> <li>When reading non-fiction texts, discussing prior knowledge should lead easily into identifying questions that the group need answering. Use KWL grids to collect what is known.</li> <li>Expect children to discuss how their prior knowledge was useful, or not, as they read through the text</li> </ul>
<p><b>2b. Check that books make sense to them</b></p> <p><b>Year 3:</b> Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read.</p>	<ul style="list-style-type: none"> <li>Independent reading of AR texts (incl. quizzes)</li> <li>Guided reading (reciprocal reading roles)</li> <li>Storytime</li> <li>Topic</li> <li>1:1 reading time</li> </ul>	<ul style="list-style-type: none"> <li>Poetry and books with hidden meanings</li> <li>Model putting a text's meaning into your own words and expect chn to do the same.</li> </ul>
<p><b>2c. Ask questions to improve their understanding.</b></p> <p><b>Year 3:</b> Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand</p>	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> </ul>	<ul style="list-style-type: none"> <li>Explore what makes a good question?</li> <li>Questioner role</li> <li>Question matrix (resource on common)</li> <li>Model different question stems e.g. 'I wonder why...?'</li> <li>See, think, <u>wonder</u></li> <li>Quescussion</li> <li>Use statements about the text (chn agree/disagree/undecided)</li> <li>Encourage and model higher order questions</li> <li>Different questions types: 'right there' 'think about' and 'find out'</li> <li>In independent work, chn tabulate things character said or done and then use chart to answer questions such as 'what did you think of...then?' or 'Do you think that was the right decision to make? Why/why not?'</li> <li>What know for certain? What think might be happening? What hints are you picking up?</li> <li>All you need is three questions</li> <li>Question quadrants, tables and Book Talk</li> <li>Blooms taxonomy of questions</li> </ul>

# Bloom's Taxonomy



		<h1>Bloom's Taxonomy</h1> 
<p><b>2d. Skim, scan and read closely</b>  <b>Year 3:</b> Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question.</p>	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> </ul>	<ul style="list-style-type: none"> <li>Support chn to identify the key word or phrase they should be looking for in a text to answer a question</li> <li>PMI tables</li> </ul>
<p><b>2e. Use strategies to locate or infer the meaning of unfamiliar words</b>  <b>Year 3:</b> Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</p>	<ul style="list-style-type: none"> <li>Independent reading of AR texts (incl. quizzes)</li> <li>Guided reading (reciprocal reading roles)</li> <li>1:1 reading time</li> </ul>	<ul style="list-style-type: none"> <li>Explain how to use glossary</li> <li>Recognise when a word is not explained by context and dictionary required</li> <li>Ensure new words learnt are used frequently in class through English work, Word Aware work and short quizzes</li> <li>Focus on ways to celebrate new words e.g. word walls</li> <li>Word games: 'Countdown corner', 'Which definition?' and 'Juxtapose words'</li> </ul>
<p><b>2f. Annotate text</b>  <b>Year 3:</b> Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading. Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information.</p>	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> <li>Topic</li> <li>Reading as a reader (T4W)</li> </ul>	<ul style="list-style-type: none"> <li>Use the Thameside colours for word classes</li> <li><b>Annotation key:</b> <ul style="list-style-type: none"> <li>Circle words with unfamiliar meaning</li> <li>Underline info for retrieval question answers</li> <li>Wavy line under the info for an inferential question answers</li> <li>Identify 'find out more/wonder' questions</li> <li>Box around significant moments when characters speak to each other</li> <li>Make simple summaries or marginal notes every 2 or 3 paragraphs</li> </ul> </li> </ul>
<p><b>2g. Visualise their understanding of what they read</b>  <b>Year 3:</b> Re-present information gathered from a text as a picture or graphic, labelling it with material from the text.</p>	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> </ul>	<ul style="list-style-type: none"> <li>Read a description of a character/creature and draw it, adding labels</li> <li>Talk to the chn about 'picturing' scenes and events in their minds as they read</li> <li>Compare own ideas with the illustrations in a text</li> <li>Act out and freeze frame scenes from a text</li> <li>Emotions mapping</li> </ul>
<p><b>2h. Make predictions</b>  <b>Year 3:</b> Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.</p>	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> <li>Reading detectives</li> </ul>	<ul style="list-style-type: none"> <li>Reciprocal reading</li> <li>Stop regularly to allow chn to predict and give opportunity to modify predictions once read a bit more.</li> <li>Predictions based on evidence</li> <li>In non-fiction, make use of clues e.g. sub-headings to support predictions</li> <li>Enable chn to review predictions to identify where texts have changed direction</li> <li>Model the language of predictions</li> <li>Model/show that good predictions are based on clues and are 'grounded speculations'</li> </ul>
<p><b>2i. Summarise understanding</b>  <b>Year 3:</b> Retell main points of a story in sequence.</p>	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> </ul>	<ul style="list-style-type: none"> <li>Reciprocal reading role</li> <li>Summaries do not need to be of large sections of text, little and often is best</li> </ul>

Identify a few key points from across a non-fiction passage..		<ul style="list-style-type: none"> <li>• Use chn's over detailed accounts as the starting point for making briefer oral summaries</li> <li>• Highlight value of paragraph topic sentences to summaries</li> <li>• Set constraints e.g. can you summarise this section in 3 sentences?</li> <li>• Get chn to explain why a particular piece of info is 'key' to understanding</li> <li>• Challenge chn to complete summaries where chn have left out key info.</li> </ul>
<b>2j. Adapt reading strategies for different purposes or according to the text type</b>	<ul style="list-style-type: none"> <li>• Guided reading (reciprocal reading roles)</li> <li>• Topic</li> <li>• Reading as a reader (T4W)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the most efficient approach e.g. skim reading, reading blurp, first chapter etc to use for a particular task</li> </ul>
<b>Year 3:</b> Identify where they don't understand what they've read, stop reading and take steps to fix the problem.		

## Understand the vocabulary used in texts

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
<b>3a. Build a wide vocabulary</b> <b>Year 3:</b> Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.	<ul style="list-style-type: none"> <li>• Guided reading (reciprocal reading roles)</li> <li>• Vocabulary journals</li> </ul>	<ul style="list-style-type: none"> <li>• Semantic mapping and word tables</li> <li>• Word walls</li> <li>• Develop a topic dictionary or journaling approach</li> <li>• Use dictionaries in most lessons</li> <li>• Cloze procedure tasks</li> <li>• Reciprocal reading role</li> <li>• Use new words frequently in class discussions and in class work</li> </ul>
<b>3b. Use a dictionary effectively</b> <b>Year 3:</b> Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary.	<ul style="list-style-type: none"> <li>• Guided reading (reciprocal reading roles)</li> <li>• English lessons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year Three Dictionaries &amp; Thesaurus Guidelines:</b></li> <li>- I can use the first two or three letters of a word to check its spelling in a dictionary</li> <li>- I can make links from a word already known to apply to an unfamiliar word</li> <li>- I can make improvements to grammar, vocabulary and punctuation</li> <li>- I can proof-read to check for errors in spelling and punctuation</li> <li>- I can make links from a word already known to apply to an unfamiliar word</li> </ul>
<b>3c. Use strategies to locate or infer the meaning of unfamiliar words</b> <b>Year 3:</b> Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	<ul style="list-style-type: none"> <li>• Guided reading (reciprocal reading roles)</li> <li>• Reading as a reader (T4W)</li> <li>• 1:1 reading time</li> <li>• AR independent reading</li> </ul>	<ul style="list-style-type: none"> <li>• Semantic mapping and word tables</li> <li>• Lexipedia</li> <li>• Chn are not inhibited to identify unfamiliar vocabulary</li> <li>• Teach children to use useful strategies for inferring the meaning of unfamiliar vocabulary, such as: re- reading the text, reading on the next sentence, making use of glossaries, visualising the scene/ event/ information, deciding on what fits with the context, analysing parts of words for clues, using the syntax of a sentence</li> </ul>

## Express, record and present their understanding

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
<b>4a. Develop and express their understanding</b> <b>Year 3:</b> Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information.	<ul style="list-style-type: none"> <li>• Guided reading (reciprocal reading roles)</li> </ul>	<ul style="list-style-type: none"> <li>• Apply a range of oracy discussion models</li> <li>• When children have independently explored ideas about a text, perhaps using a book journal activity, then this can provide a useful starting point for discussion and follow up in guided reading</li> <li>• Drama structures and activities such as freeze frames, conscience alley, thought tapping and forum theatre techniques provide a good starting point for considering why things happen, why something is important and why characters respond as they do. More formal activities like debates, and acting out court room scenes and significant situations will tend to arise from the exploratory work planned.</li> <li>• Focusing a discussion or exploration on key points in a text is likely to prompt more discussion, so look for moments of crisis, disagreements, unanswered questions etc. as starting points for consideration</li> <li>• Many texts explore moral questions and issues. These too provide good discussion starters</li> </ul>

		<ul style="list-style-type: none"> <li>Silent discussions-small and large scale</li> </ul>
<b>4b. Answer questions about a text and record their understanding</b> <b>Year 3:</b> Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information. Record their understanding of a text in different ways, using a range of formats.	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> <li>AR quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Break the process for answering a comprehension question down into its constituent steps. Model the process from beginning to end, thinking/talking aloud as you do so. Make sure you demonstrate how to write up the answer - this is an important use of shared reading. Then ask children almost the same question again and expect them to do likewise.</li> </ul>
<b>4c. Justify their ideas about a text</b> <b>Year 3:</b> Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> </ul>	<ul style="list-style-type: none"> <li>See, <u>think</u>, wonder (ensure they back up their idea with the word because)</li> <li>Ask children consistently: 'how do you know?' and challenge unsupported ideas or opinions about a text or element of it</li> <li>Demonstrate how to justify a point of view, backing up the opinion by quoting from the text and summarising the argument succinctly</li> <li>Get children to reflect on which is the best evidence (quotation or paraphrase) from a selection to support an idea about a text. Encourage children to explain their thinking.</li> <li>Give children a collection of quotations from a text (or alternatively get them to highlight all the references in a text to a particular point) and ask them to decide what the collection might suggest or mean. Having agreed the main point, demonstrate how to construct an argument which makes the point and uses the best quotation to back it up. (Deciding on the best is itself an interesting discussion!) Discuss how to paraphrase or sum up the other quotations.</li> <li>Give an opinion about a text or aspect of it and ask children to find the evidence to back up (or challenge) the argument. Following discussion, reflect on the best evidence and how to construct an answer to a formal comprehension question.</li> <li>Speed rating</li> <li>Circle of thoughts and thought circles</li> </ul>
<b>4d. Annotate the text to support their understanding</b> <b>Year 3:</b> Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading.	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> <li>Topic</li> <li>Reading as a reader (T4W)</li> </ul>	<ul style="list-style-type: none"> <li>Use the Thameside colours for word classes</li> <li><u>Annotation key:</u>  Circle words with unfamiliar meaning  Underline info for retrieval question answers  Wavy line under the info for an inferential question answers  Identify 'find out more/wonder' questions  Box around significant moments when characters speak to each other  Make simple summaries or marginal notes every 2 or 3 paragraphs</li> </ul>
<b>4e. Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</b> <b>Year 3:</b> Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Read, prepare and present poems and play scripts.	<ul style="list-style-type: none"> <li>Oral rehearsal (T4W)</li> <li>KS2 annual poetry slam</li> <li>Reading as a reader (T4W)</li> <li>Class assemblies</li> <li>Productions</li> </ul>	<ul style="list-style-type: none"> <li>Children should learn to annotate a text as if it were an actor's script, identifying where to place emphasis, change tone or suggest emotion</li> <li>There are numerous informal audiences available in school – younger and older children, classmates, staff – as well as more formal opportunities to perform – assemblies, performances, open events for parents.</li> <li>Theme cards</li> </ul>

## Understand the whole text

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
<b>5a. Identify main ideas and themes in a wide range of books and understand how these are developed over a text</b> <b>Year 3:</b> Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> <li>Reading as a reader (T4W)</li> </ul>	<ul style="list-style-type: none"> <li>Use language carefully to help readers distinguish between the events and the plot in a narrative and the theme and ideas that the events illustrate</li> <li>Link particular narrative themes to specific text types</li> <li>Use knowledge about how common ideas are used and developed across texts as an aid to making predictions</li> <li>Make use of formats, e.g. emotions graphs, to track the development of an idea or theme over a short text</li> <li>Trace key moments in the development of a theme by skimming, scanning and close reading across specific sections of a</li> </ul>

relationships change over a text.		<p>text</p> <ul style="list-style-type: none"> <li>• Work in this area needs to focus on change and development. This means looking at key parts or episodes or characters in the text and examining the differences with what was noticed before.</li> <li>• Narrative organisation formats – for example, the story mountain, 5 key scenes – provide a useful starting point for identifying differences and changes. Getting an overview of a text helps readers identify where changes occur. Concepts of beginning, middle and end can also be helpful.</li> <li>• Use of comparison charts and tables can help focus attention on similarities and differences</li> <li>• Theme cards</li> </ul>
<p><b>5b. Identify how structure and presentation contribute to meaning</b></p> <p><b>Year 3:</b> Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem’s layout.</p>	<ul style="list-style-type: none"> <li>• Reading as a reader (T4W)</li> </ul>	<ul style="list-style-type: none"> <li>• Asking children to re-assemble sections of text which have been disassembled (reconstruction activities) is a useful ways of making them pay attention to the features and organisational structure of a text</li> <li>• Encourage children to give paragraphs a title as a kind of sub heading or title</li> <li>• Ask ‘why has the author included this part? Why has she done it like this?’</li> <li>• Draw attention to the author’s specific way of organising or introducing something by trying out an alternative word/ title/ rhyme etc. Ask ‘What difference does the chance make?’</li> </ul>
<p><b>5c. Make comparisons within and across texts</b></p> <p><b>Year 3:</b> Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author</p>	<ul style="list-style-type: none"> <li>• Guided reading (reciprocal reading roles)</li> </ul>	<p><u>To focus on characters, events and information within a text:</u></p> <ul style="list-style-type: none"> <li>• Collect information about different topics against headings</li> <li>• Learn to list information and present it in table form. Similarities and differences tables and Venn diagrams are good formats for collecting comparisons and contrasts</li> <li>• Use true and false formats to explore similarities and differences</li> <li>• Give children explanations or opinions and ask them to find the information, or ‘evidence’ to back them up or challenge them</li> <li>• Ask children to use the information they have collected about a topic to make decisions or choices, e.g. which of these 3 weapons would be better for an army attacking a castle?</li> </ul> <p><u>To look across the text as a whole or compare with other texts:</u></p> <ul style="list-style-type: none"> <li>• Similarities and differences tables and Venn diagrams are good formats for collecting comparisons and contrasts</li> <li>• Look at a number of texts by the same author to tease out comparisons</li> <li>• Compare texts within the same genre to see similarities and differences</li> <li>• Comparing a written text with the way that it is presented in another media is a useful starting point for identifying alternative approaches and differences in interpretation and presentation</li> <li>• With non- fiction texts on the same topic discuss which text is the most useful and/ or trustworthy, depending on the purpose of the reading</li> <li>• Try acting out scenes from a different point of view</li> </ul>
<p><b>5d. Identify how language contributes to meaning</b></p> <p><b>Year 3:</b> Discuss authors’ choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs</p>	<ul style="list-style-type: none"> <li>• Guided reading (reciprocal reading roles)</li> <li>• Reading as a reader (T4W)</li> </ul>	<ul style="list-style-type: none"> <li>• Cloze procedure, particularly when done as a pair activity, is a good way of focusing on alternative language choices and then back on the words an author actually chose to use.</li> <li>• Focus on shades of meaning that are implied by a particular word choice</li> <li>• Play word and phrase association games – what do you think of when you hear the words ...?</li> <li>• Make up word sums – ‘if we add these 2 adjectives to the 2 we collected in the last paragraph, what do they add up to?’</li> <li>• Collect evocative word use, e.g. the adjectives used to describe a character, the verbs used to describe her actions. Is there a pattern in the words chosen? What effect might the author be seeking?</li> <li>• Focus on the use of figurative language and idioms, e.g. metaphors, similes, embedded metaphors. Check understanding and discuss the effect they have. Talk about the comparisons being made</li> </ul>
<p><b>5e. Evaluate the text</b></p> <p><b>Year 3:</b> Say why they prefer one text to another. Begin to identify why one non- fiction text is more useful than another, according to their purpose</p>	<ul style="list-style-type: none"> <li>• Reading as a reader (T4W)</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to give reasons for their preferences about a text, e.g. I like this best because ...</li> <li>• Compare key parts of different texts, e.g. openings, and discuss why some work better than others</li> <li>• Give children the opportunity to make choices about the texts they read and use and then justify and review them. Ask ‘What should we use as the basis for choosing a book to research a topic?’ Evolve check lists and criteria</li> <li>• Find real reasons for children to express opinions, e.g. to make recommendations for others to read, or to suggest a text for the book club to read</li> </ul>



## Retrieve information from texts

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
<b>6a. Retrieve information from texts</b> <b>Year 3:</b> Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics or in writing	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> <li>AR quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Use a basic prompt like ‘What can you tell me about...?’ A basic question such as ‘What do we know for certain?’ also focuses on retrieval of information which is directly given in the text</li> <li>Encourage children to visualise their understanding by drawing maps (e.g. the setting of the narrative), diagrams and illustrations of objects, people, and places. These need to be accurate, based on the text and often labelled with wording from the text</li> <li>When reading information books it is often useful to get children to re-present information in another format, for example as a diagram or graphic</li> <li>Use prompts such as What did the ... do? Describe ... What are the reasons given for...?</li> <li>Retrieval of information directly given in a text can be usefully practised when reading in other subjects</li> </ul>
<b>6b. Retrieve the meaning of unfamiliar vocabulary where this is explained in the text</b> <b>Year 3:</b> Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> <li>Reading as a reader (T4W)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure children are not inhibited to identify unfamiliar vocabulary or words they are not certain of the meaning</li> <li>Use reciprocal reading techniques – particularly the clarify stage – to explore unfamiliar vocabulary</li> <li>Teach children to use useful strategies to locate the meaning of unfamiliar vocabulary, such as: re- reading the text, reading on the next sentence, making use of glossaries, visualising the scene/ event/ information, deciding on what fits with the context, analysing parts of words for clues, using the syntax of a sentence</li> <li>Annotate a text to identify unfamiliar words so they can reconsider their meanings later</li> <li>Get children to check the meaning given in a dictionary for sense or plausibility by looking back at the original text.</li> <li>When children already know a word meaning, encourage them to check the sense of the definition in the specific context</li> <li>Help children to be aware of the strategies they use to locate meanings of unfamiliar words</li> <li>Use language and grammatical terms consistently to talk about vocabulary, working out strategies and dictionary use.</li> </ul>
<b>6c. Identify how language, structure and presentation contribute to meaning</b> <b>Year 3:</b> Notice how information is presented across a range of texts.	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> <li>Reading as a reader (T4W)</li> </ul>	See ‘Reading to find out’ strand.
<b>6d. Ask retrieval questions about a text</b> <b>Year 3:</b> Clarify their understanding of events, ideas and topics by asking questions about them.	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> </ul>	<ul style="list-style-type: none"> <li>Ask retrieval questions (or explain the task) before reading a section of text – in that way children read the text with the question in mind.</li> <li>Identify ‘right there’ questions, so that children begin to recognise the types of literal retrieval questions and to know that they are looking for information which is directly given in the text.</li> <li>Asking questions is a core part of reciprocal reading</li> <li>All you need is three questions</li> <li>Question quadrants, tables and Book Talk</li> </ul>

## Inferential understanding

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
<b>7a. Infer from what characters say and do</b> <b>Year 3:</b> Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters’ feelings in fiction.	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> <li>Reading as a reader (T4W)</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the language of speculation, but also the reference back to the text to check</li> <li>Use drama activities to explore the difference between saying and meaning, e.g. thought tracking, role on the wall, and exploring the motivation behind action, e.g. hotseating, thought tracking, forum theatre</li> <li>Draw and label pictures which illustrate key moments in a text when a character is at a point of crisis</li> <li>Make emotions graphs/ maps to track characters’ changing feelings at critical moments of the text</li> <li>Act out passages from a text, particularly passages with dialogue, tying out different expressions to interpret what characters are thinking and feeling</li> <li>Discuss what motivates characters to act as they do</li> <li>Present a very strong opinion about a character and ask children to find the evidence to either support the opinion or</li> </ul>



		<p>contradict it</p> <ul style="list-style-type: none"> <li>• Focus on moments of crisis or change – what can we infer about what a character is thinking and feeling at this point. What are we basing our inferences on?</li> <li>• Link any practical investigative activities back to the text, in order to check the whether interpretations are consistent with the text</li> <li>• Demonstrate to children how to take their ideas and inferences about a character and construct an extended answer to a comprehension question</li> <li>• Freeze frame and caption</li> </ul>
<p><b>7b. Predict what might happen</b></p> <p><b>Year 3:</b> Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded</p>	<ul style="list-style-type: none"> <li>• Guided reading (reciprocal reading roles)</li> <li>• Reading detectives</li> </ul>	<ul style="list-style-type: none"> <li>• Reciprocal reading</li> <li>• Stop regularly to allow chn to predict and give opportunity to modify predictions once read a bit more.</li> <li>• Predictions based on evidence</li> <li>• In non-fiction, make use of clues e.g. sub-headings to support predictions</li> <li>• Enable chn to review predictions to identify where texts have changed direction</li> <li>• Model the language of predictions</li> <li>• Model/show that good predictions are based on clues and are ‘grounded speculations’</li> </ul>
<p><b>7c. Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer’s language choices</b></p> <p><b>Year 3:</b> Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.</p>	<ul style="list-style-type: none"> <li>• Guided reading (reciprocal reading roles)</li> <li>• Reading as a reader (T4W)</li> </ul>	<p><u>Focusing on word choices:</u></p> <ul style="list-style-type: none"> <li>• In shared reading think aloud and speculate about an author’s word choice</li> <li>• Use cloze procedures to focus on particular word choices. Remove or cover interesting words, or a particular word class, e.g. adjectives, from a short section of text. Ask children to work in pairs or small groups to discuss what will fit or will make sense in the context. (The pair work rather than individual work is important in order to emphasise the need to discuss). Emphasise ‘the best word’ rather than the first word that makes sense. Consider alternatives, then refer back to the author’s original choices – and explore how and why they might differ from the children’s ideas</li> <li>• Encourage children to read text aloud as if they were actors interpreting a script. How will they read particular passage or words? What kind of emphasis or tone of voice? Encourage children to listen to each other or record their attempts and discuss why particular words might be read in particular ways.</li> <li>• Collect clusters of words used in a text of a similar type, e.g. all the adjectives used to describe the building, or the words and phrases linked to a particular theme, topic or event. Ask: what do they notice about what they have collected? For example: ‘Why might an author have used such violent words associated with stormy weather about ...?’</li> <li>• Teach children to word associate on significant words used in a text</li> <li>• Use prompts like What does the word ... imply about ...? Which words suggest that (the king was a cruel man)? How did the choice of words create a feeling of ...? What do phrases such as ... tell you about ...? Why did the author choose to use verbs such as ... and ...?</li> <li>• Get children to highlight the words and phrases which create a particular atmosphere or feeling. Then working in a group get them to compare ideas and discuss how the language has created the effect.</li> <li>• Sometimes it is better to give children a possible explanation / reason for using a particular pattern of words and phrases and ask them to support or contradict your argument, e.g. What words tell you that ... was upset?.</li> <li>• Represent words from a text graphically, according to how often particular words are used in a text or to describe a character.</li> <li>• Get children to think about whether a writer’s choices of words are implying a point of view. Ask for example do you think the writer admires...(the Celts more than the Romans)?</li> </ul> <p><u>Focusing on figurative language</u></p> <ul style="list-style-type: none"> <li>• Use the meta or technical language to talk about metaphors, similes etc.</li> <li>• Make a collection of favourite sayings used by or about a character</li> <li>• Use prompts like Why did the author use this (simile)? What is being compared here? How did the metaphor help you understand? (A character) keeps saying ‘it takes one to know one’. What does he mean? What does it suggest about him?</li> <li>• Try inventing alternative metaphors or similes to describe or compare ideas or events from a text. How successful are the suggestions in saying something in a fresh, interesting way and implying something more about the things being compared?</li> <li>• Use reciprocal reading approaches (particularly the clarify and question stages) to focus on challenging vocabulary or the implied meanings of phrases)</li> </ul>

<p><b>7d. Ask inferential questions</b></p> <p><b>Year 3:</b> Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.</p>	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> </ul>	<ul style="list-style-type: none"> <li>Use reciprocal reading – particularly the questioning stage – as a prime strategy for encouraging children to ask questions</li> <li>Discuss the difference between what a character says and means</li> <li>Encourage children to 'put themselves into the picture' and think what questions they would ask if that event was happening to them</li> <li>Help them to question important events or moments of crisis in a text – why did it happen? Would they have behaved the same way? Who is to blame?</li> <li>Encourage children to ask why questions of the topics they read about</li> <li>Drama strategies like thought tracking and freeze frame are effective ways of exploring the gap between what is said and thought and often raises pertinent questions about characters and what they do</li> <li>Ensure that questions that are raised by readers are taken seriously and discussed. At times it might be necessary to re-read sections of text to find an answer. Conversely the group may need to learn to 'hold onto' a question until the answer becomes clearer as they read further.</li> <li>All you need is three questions</li> <li>Question quadrants, tables and Book Talk</li> </ul>
<p><b>7e. Adapt reading strategies in order to make inferences</b></p> <p><b>Year 3:</b> Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated. Re-read sections of texts carefully to check their ideas about the text</p>	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate in shared reading how a good reader might adapt their reading strategies to different purposes. Talk through how to 'activate prior knowledge' succinctly, for example, without getting too bogged in detailed explanations.</li> <li>Ensure a repeated focus on skimming/ scanning/ close reading as these are an essential set of skills.</li> </ul>

## Reading to find out

Key Objective/Skill	Key approach(es)?	Teaching suggestions?
<p><b>8a. Retrieve and record information from non-fiction texts</b></p> <p><b>Year 3:</b> Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics, or in writing.</p>	<ul style="list-style-type: none"> <li>Guided reading (reciprocal reading roles)</li> <li>Reading as a reader (T4W)</li> <li>AR quizzes</li> <li>Topic</li> </ul>	<ul style="list-style-type: none"> <li>Ask retrieval questions before reading a section of text – in that way they read the text with the question in mind. Similarly explain a task before the children read, e.g. I will want you to find 2 pieces of information about (the way a river develops from its source). As you read look out for ideas you can share.</li> <li>Use a basic prompt like: What can you tell me about...?</li> <li>Identifying 'right there' questions, so that children begin to recognise literal retrieval questions which are looking for information to be directly found in a text. Children could be taught to colour code these questions and the information relevant to answer them.</li> <li>Get children to discuss which part of a text to focus on before they look for the information they need to retrieve. Which part of the text will we need to look for information about ...? Which sentence told us ...?</li> <li>Encourage children to visualise their understanding by drawing maps (e.g. of the places mentioned in the text), diagrams and illustrations of objects, peoples and places. These need to be accurate – i.e. based on the text, or labelled with the wording from the text so the reference is clear.</li> <li>In information books, understanding is often best expressed by asking readers to re-present detail in another format, for example in diagrammatic or graphic format</li> <li>Use prompts such as What did the ...do? Describe.. What are the reasons given for ...?</li> <li>Encourage children to find and copy, match, sequence etc. using the words and phrases from the text</li> </ul> <p><u>When recording information:</u></p> <ul style="list-style-type: none"> <li>Represent ideas, where appropriate, in graphic and diagrammatic form, e.g. timelines, mind maps etc., adding labels to explain</li> <li>Use these graphic representations as a starting point for discussion in guided reading, asking children to explain and justify their ideas and representations</li> <li>Demonstrate to children how to develop a written account, answer to a question or presentation, using their notes, graphics</li> </ul>

<p><b>8b. Ask questions to find out</b></p> <p><b>Year 3:</b> Prepare and list questions as the basis for enquiry and decide which are the most important to follow up</p>	<ul style="list-style-type: none"> <li>• Guided reading (reciprocal reading roles)</li> <li>• Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Promote children’s oral questioning as part of the reciprocal reading approach</li> <li>• Prompt children to ask different sorts of questions, both retrieval and inferential</li> <li>• Give as much attention to the asking of good questions as to the answering of them</li> <li>• Display prompt sheets of good questions to ask about a topic</li> </ul>
<p><b>8c. Identify how the structure and presentation of non-fiction texts contributes to meaning</b></p> <p><b>Year 3:</b> Identify how different non-fiction texts are organised. Use the organisational features of non-fiction texts in their own reading and research</p>	<ul style="list-style-type: none"> <li>• Reading as a reader (T4W)</li> <li>• English and topic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• The features of non-fiction texts which help readers locate information include: contents, index, sub- headings, alphabetical order and page numbers.</li> <li>• As well as introducing and explaining these structural features, teachers will need to demonstrate how writers use presentational features such as layout, diagrams, captions, hyperlinks and bullet points in order to find information effectively.</li> <li>• It is important to identify and use these features but also encourage children be critical of how they are used – the emphasis should be less on whether the features are used in a text, but focused rather on how well these features help the writer express ideas clearly and help the reader understand the topic being introduced</li> </ul>
<p><b>8d. Identify how language...contributes to meaning</b></p> <p><b>Year 3:</b> Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts</p>	<ul style="list-style-type: none"> <li>• Reading as a reader (T4W)</li> <li>• English and topic lessons</li> </ul>	<p>Non-fiction reading provides a good opportunity to introduce and develop understanding of subject specific or topic specific vocabulary. It is important to remember though that a single encounter with a word is not sufficient to embed it within our working vocabularies – so repeated opportunities to use and discuss specific language choices must be created. As well as topic vocabulary, the language used to introduce readers to the subject and maintain their interest, e.g. in newspaper reports or autobiographies, needs to be identified and discussed.</p> <p>The non-fiction curriculum should include instructions, letters, diaries, and autobiographies as well as the range of non-narrative texts used as part of work across the curriculum.</p>
<p><b>8e. Strategies for reading non-fiction text</b></p> <p><b>Year 3:</b> Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.</p>	<ul style="list-style-type: none"> <li>• Guided reading (reciprocal reading roles)</li> <li>• Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of applying reading skills to find an answer and recording answers using different formats through shared reading</li> <li>• Remind readers of the range of strategies they might use to locate information as a prelude to research and independent reading</li> <li>• Focus on and demonstrate the different reading strategies in topic/ cross curricular lessons, wherever a text is used to support learning</li> <li>• Non-fiction texts are particularly useful contexts for teaching and practising the key strategies of ‘activating prior knowledge’, and skimming, scanning and close reading</li> <li>• The recording of answers will use appropriate formats like timelines, tables etc.</li> </ul>