

Year 3 Reading Curriculum

Reading Curriculum		
Vocabulary (VIPERS)	Inferring (VIPERS)	Predicting (VIPERS)
<ul style="list-style-type: none"> -identifies new vocabulary and sentence structure and discusses to develop understanding -identifies and understands meanings of a wide range of conjunctions used to link events together -identifies a range of standard words/phrases used at various stages of a narrative e.g. <i>introduction, build up etc.</i> 	<ul style="list-style-type: none"> -suggests reasons for actions and events -infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story -identifies with characters and makes links with own experiences when making judgements about the characters' actions -justifies their views about what they have read -Identifies how settings are used to create atmosphere e.g. <i>what words/phrases in this description indicate that bad things might be about to happen in this place?</i> -identifies evidence of relationship between characters based on dialogue and behaviour -analyses the use of language to set scenes, build tension or create suspense -explains how words/phrases in the description are linked to create suspense -explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, <i>'what other words/phrases in this passage tell us that he is a sinister character?'</i> 	<ul style="list-style-type: none"> -predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct
Explaining (VIPERS)	Retrieving (VIPERS)	Summarising (VIPERS)
	<ul style="list-style-type: none"> -refers back to the text for evidence when explaining -extracts information from tables and charts -recognises some different forms of poetry -retrieves information from text where there is competing (distracting) information -uses contents pages and indexes to locate, retrieve and record information from non-fiction texts -recognises different narrative genres -notices the difference between 1st and 3rd person accounts -identifies the conventions of different types of writing e.g. <i>greetings in a letter/email, diary entries, numbers and headings in instructions</i> 	<ul style="list-style-type: none"> -summarises main ideas from a text -begins to identify themes across texts e.g. <i>friendship, good and evil, bullying</i>
Analysing (KS2)	Authorial Intent (KS2)	Comparing (KS2)
<ul style="list-style-type: none"> -analyses and compares plot structure -recognises the move from general to specific detail 	<ul style="list-style-type: none"> -evaluates effectiveness of texts in terms of function, form and language features -identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning 	<ul style="list-style-type: none"> -comments on the effect of scene changes e.g. <i>moving from a safe to a dangerous place to build tension</i>

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Power Statements and Reading Behaviours To Be Taught In All Reading Lessons and Cross-Curricular

Power Statements

- Use knowledge of root word, prefixes and suffixes to decode words whilst reading
- Find given word in a dictionary
- Use a contents page, index, chapters, headings and glossaries to locate place in a text
- Read aloud clearly and audibly for an audience
- Read aloud a familiar text which is at an appropriate level at a rate of 100 words per minute
- Explain a book's message or main theme in their own words
- Ask questions which will help to better understand a text
- Suggest how a character might be feeling or why they chose to act in particular ways
- Use the details in a text to help predict what might happen
- Use examples to support their point of view in a text

Reading Behaviours And Fluency

- Decodes most new words outside of their spoken vocabulary
- Self corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been read
- Sustains silent reading for most of the time
- asks increasingly informed questions to improve understanding of a text e.g. 'I wonder if this is like because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)'
- Comments on use of language using terminology including alliteration, rhythm, rhyme, simile
- Uses dictionaries independently to check meaning of new vocabulary