



Year 3		
Area	Objective (Linked to Target Tracker)	Small Steps (Developmental Continuum of Reading Skills and Behaviours)
Word Reading	Apply his/her growing knowledge of root words, to read aloud and to understand the meaning of new words	<ul style="list-style-type: none"> - Know what a root word is. - Understand how to use a root word to help read unfamiliar words. - Use root words to help read unfamiliar words. - Use root words to help understand the meaning of unfamiliar words. - Apply knowledge of root words to read aloud and understand the meaning of unfamiliar words.
	Apply his/her growing knowledge of prefixes to read aloud and understand the meaning of new words.	<ul style="list-style-type: none"> - Know what prefixes are. - Understand how they can change the meaning of a word. - Use prefixes to read unfamiliar words. - Use prefixes to understand the meaning of unfamiliar words. - Apply knowledge of root words and prefixes to read aloud and to understand the meaning of unfamiliar words.
	Apply his/her growing knowledge of suffixes to read aloud and understand the meaning of new words.	<ul style="list-style-type: none"> - Know what suffixes are. - Understand how they can change the meaning of a word. - Use suffixes to read unfamiliar words. - Use suffixes to understand the meaning of unfamiliar words. - Apply knowledge suffixes to read aloud and to understand the meaning of unfamiliar words.
	Read words containing common prefixes and suffixes. <i>(dis-, mis-, in-, il-, im-, ir-, -ly)</i>	<ul style="list-style-type: none"> - Identify words containing common suffixes. - Identify the root word of common suffixes. - Use decoding strategies to read words containing common suffixes.
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<ul style="list-style-type: none"> - Know that phonics is one strategy to read unfamiliar words. - Know when phonic strategies will help to read a word and when they will not - Know that some words may have similar pronunciation but may be written differently. - Know that some of these are unusual. - Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words. - Know that unfamiliar words can be read by using knowledge of known similar words (analogy) - Use analogy drawing on the pronunciation of similar known words to read others.



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Comprehension	Maintain positive attitudes to reading and understanding of what he/she reads by:	
	Listening to and discussing a wide range of fiction and non-fiction	<ul style="list-style-type: none"> - Know that there are different kinds of fiction and non-fiction books. - Know that non-fiction books are structured in different ways. - Know how to use a non-fiction book to find identified information. - Choose books for specific purposes. - Identify any vocabulary that is unfamiliar. - Discuss the meaning of vocabulary identified. - Use dictionaries to check or find the meaning of unfamiliar vocabulary.
	Reading books that are structured in different ways	<ul style="list-style-type: none"> - Understand that a sequence of events in a narrative is called a plot. - Identify the plot in a narrative. - Understand that narratives can have differently structured plots. - Talk about the different plot structures in genres read.
	Increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	<ul style="list-style-type: none"> - Know that there are different kinds of narrative stories. - Discuss a range of narrative stories and their similarities and differences. - Make connections between similar books and books by the same writer. - Re-tell some of these stories by heart.
	Listening to, and reading aloud poems and perform play scripts	<ul style="list-style-type: none"> - Know that there are different forms of poetry. - Recognise and name different types of poems which have been introduced. - Know that vocabulary and language in poems create effects. - Discuss the meaning of vocabulary and language in poems. - Understand that there can be more than one interpretation of a poem. - Understand that the meaning of poems can be enhanced through performance. - Watch performances of poems. - Discuss how the meaning is enhanced through performance. - Identify that intonation, tone, volume and action can be used to enhance meaning. - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
	Discussing vocabulary that capture the reader's interest and imagination	<ul style="list-style-type: none"> - Know that different kinds of narratives are written with different language. - Recognise the literary language typical of narrative genres.



		<ul style="list-style-type: none"> - Recognise vocabulary and language that show the setting of a book – historical, cultural and social. - Know that writers choose vocabulary and language to create an effect on the reader. - Explain why a writer makes choices about vocabulary and language used. - Find effective vocabulary and language in reading that writers have used to create effects. - Discuss meaning of words identified. - Use a dictionary to check or find the meaning of new vocabulary. - Explain why a writer has chosen specific vocabulary and language. - Record vocabulary and language from reading to use in own writing.
	Understand what he/she reads independently by:	
	Checking that the text makes sense to him/her, discussing his/her understanding of vocabulary	<ul style="list-style-type: none"> - Understand that any book read must be meaningful. - Check understanding in any book or text read. - Know that there will be unfamiliar vocabulary in a text. - Use the context of unfamiliar vocabulary to explain their meaning. - Check the meaning of any unfamiliar vocabulary through questioning, discussion or use of dictionaries. - Ask questions to ensure understanding of a text. - Ask questions to deepen understanding of a text.
	Drawing inferences , such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence	<ul style="list-style-type: none"> - Know that characters’ actions can tell the reader about their thoughts, feelings and motives. - Infer characters’ feelings, thoughts and motives from their actions. - Explain how characters’ actions can tell the reader about their thoughts, feelings and motives.
	Predicting what might happen from details stated	<ul style="list-style-type: none"> - Use clues from the text to predict what might happen next. - Give reasons for prediction.
	Identifying main ideas drawn within one paragraph and summarise these	<ul style="list-style-type: none"> - Know that texts have a main idea. - Identify main idea of a text. - Know that the main idea in a narrative may also have a message for the reader. - Explain the message for the reader. - Know that the message in a book is called the theme. - Identifying themes in books. - Recognise that books may have similar themes.



	Identifying how language, structure, and presentation contribute to meaning, including, paragraphs, headings, sub-headings, and invented commas to puncture speech.	<ul style="list-style-type: none"> - Know that the organisation and layout of a book helps the reader to understand it. - Understand that the organisation and layout may be different according to the purpose of the book. - Identify the organisation and layout in books. - Explain how the organisation and layout helps the reader to understand the book. -
	Retrieve and record information and non-fiction.	<ul style="list-style-type: none"> - Know how to find key vocabulary or information in a non-fiction text. - Record key vocabulary or information found in a non-fiction text.
	Participate in reasoned discussion about books, poems and other material that is read to him/her and those he/she can read himself/herself, taking turns and listening to what others say	<ul style="list-style-type: none"> - Give personal responses to a text. - Explain personal responses. - Use evidence from the text to support response. - Listen to others' personal responses to a text. - Adapt own response in the light of others' responses.

Area	Objective
Library objectives	<ul style="list-style-type: none"> - To be able to confidently use contents and index pages independently. - To know how chapter books are organised by genre in the library and to be able to choose own book by genre. - To understand how non-fiction books on similar topics are stored together from left to right in the shelves, and to begin to understand how the Dewey decimal system works. - To be aware of a wider variety of sections in the library especially myths and legends and playscripts and to know where to find these sections.