

<b>Year 3</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Decoding</b>	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).
	To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis, un, re, sub, inter. super anti and auto	To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis, un, re, sub, inter. super anti and auto	To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis, un, re, sub, inter. super anti and auto	To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis, un, re, sub, inter. super anti and auto	To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis, un, re, sub, inter. super anti and auto	To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis, un, re, sub, inter. super anti and auto
	To apply their growing knowledge of root words and suffixes/word endings, including action, ly,ous, ture,sure,sion,tion,ssion and cian	To apply their growing knowledge of root words and suffixes/word endings, including action, ly,ous, ture,sure,sion,tion,ssion and cian	To apply their growing knowledge of root words and suffixes/word endings, including action, ly,ous, ture,sure,sion,tion,ssion and cian	To apply their growing knowledge of root words and suffixes/word endings, including action, ly,ous, ture,sure,sion,tion,ssion and cian	To apply their growing knowledge of root words and suffixes/word endings, including action, ly,ous, ture,sure,sion,tion,ssion and cian	To apply their growing knowledge of root words and suffixes/word endings, including action, ly,ous, ture,sure,sion,tion,ssion and cian
<b>Fluency</b>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary					
<b>Understanding</b>	I can discuss my understanding of both texts read independently and read to them	I can discuss my understanding of both texts read independently and read to them	I can discuss my understanding of both texts read independently and read to them	I can discuss my understanding of both texts read independently and read to them	I can discuss my understanding of both texts read independently and read to them	I can discuss my understanding of both texts read independently and read to them
	Ask relevant questions to clarify and improve their understanding of a text	Ask relevant questions to clarify and improve their understanding of a text	Ask relevant questions to clarify and improve their understanding of a text	Ask relevant questions to clarify and improve their understanding of a text	Ask relevant questions to clarify and improve their understanding of a text	Ask relevant questions to clarify and improve their understanding of a text
	Identify an overall theme of a text and summarise	Identify an overall theme of a text and summarise	Identify an overall theme of a text and summarise	Identify an overall theme of a text and summarise	Identify an overall theme of a text and summarise	Identify an overall theme of a text and summarise
	I can skim and scan	I can skim and scan	I can skim and scan	I can skim and scan	I can skim and scan	I can skim and scan
<b>Inference and prediction</b>	I can make straight forward inference based on a single point of reference	I can make straight forward inference based on a single point of reference	I can make straight forward inference based on a single point of reference	I can make straight forward inference based on a single point of reference	I can make straight forward inference based on a single point of reference	I can make straight forward inference based on a single point of reference
	I can draw inferences such a inferring character's feelings thoughts and motives from their actions	I can draw inferences such a inferring character's feelings thoughts and motives from their actions	I can draw inferences such a inferring character's feelings thoughts and motives from their actions	I can draw inferences such a inferring character's feelings thoughts and motives from their actions	I can draw inferences such a inferring character's feelings thoughts and motives from their actions	I can draw inferences such a inferring character's feelings thoughts and motives from their actions
	I can infer reasons for actions and events based on evidence from the text	I can infer reasons for actions and events based on evidence from the text	I can infer reasons for actions and events based on evidence from the text	I can infer reasons for actions and events based on evidence from the text	I can infer reasons for actions and events based on evidence from the text	I can infer reasons for actions and events based on evidence from the text
<b>Authorial Intent/word meanings</b>	I can identify humour or atmosphere	I can identify humour or atmosphere	I can identify humour or atmosphere	I can identify humour or atmosphere	I can identify humour or atmosphere	I can identify humour or atmosphere
	I can identify technical language choice	I can identify technical language choice	I can identify technical language choice	I can identify technical language choice	I can identify technical language choice	I can identify technical language choice
	I can comment on how language is used to create effect such as	I can comment on how language is used to create effect such as	I can comment on how language is used to create effect such as	I can comment on how language is used to create effect such as	I can comment on how language is used to create effect such as	I can comment on how language is used to create effect such as

	build tension or create mood	build tension or create mood	build tension or create mood	build tension or create mood	build tension or create mood	build tension or create mood
<b>Discussing Reading</b>	I recognise that some authors have specific ways of writing	I recognise that some authors have specific ways of writing	I recognise that some authors have specific ways of writing	I recognise that some authors have specific ways of writing	I recognise that some authors have specific ways of writing	I recognise that some authors have specific ways of writing
	I can identify the main arguments for or against a particular point of view from a given text	I can identify the main arguments for or against a particular point of view from a given text	I can identify the main arguments for or against a particular point of view from a given text	I can identify the main arguments for or against a particular point of view from a given text	I can identify the main arguments for or against a particular point of view from a given text	I can identify the main arguments for or against a particular point of view from a given text
	I can present book reviews and evaluations in a variety of formats	I can present book reviews and evaluations in a variety of formats	I can present book reviews and evaluations in a variety of formats	I can present book reviews and evaluations in a variety of formats	I can present book reviews and evaluations in a variety of formats	I can present book reviews and evaluations in a variety of formats