| Year 3 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | | | |
|--|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|--|--|--|
| Decoding | To use their phonic | To use their phonic | To use their phonic | To use their phonic | To use their phonic | To use their phonic | | | |
| | knowledge to decode | knowledge to decode | knowledge to decode | knowledge to decode | knowledge to decode | knowledge to decode | | | |
| | quickly and accurately | quickly and accurately | quickly and accurately | quickly and accurately | quickly and accurately | quickly and accurately | | | |
| | (may still need support to | (may still need support to | (may still need support to | (may still need support to | (may still need support to | (may still need support to | | | |
| | read longer unknown | read longer unknown | read longer unknown | read longer unknown | read longer unknown | read longer unknown | | | |
| | words). | words). | words). | words). | words). | words). | | | |
| | To apply their growing | To apply their growing | To apply their growing | To apply their growing | To apply their growing | To apply their growing | | | |
| | knowledge of root words | knowledge of root words | knowledge of root words | knowledge of root words | knowledge of root words | knowledge of root words | | | |
| | and prefixes, including | and prefixes, including | and prefixes, including | and prefixes, including | and prefixes, including | and prefixes, including | | | |
| | in-, im-, il-, ir-, dis-, mis, | in-, im-, il-, ir-, dis-, mis, | in-, im-, il-, ir-, dis-, mis, | in-, im-, il-, ir-, dis-, mis, | in-, im-, il-, ir-, dis-, mis, | in-, im-, il-, ir-, dis-, mis, | | | |
| | un, re, sub, inter. super | un, re, sub, inter. super | un, re, sub, inter. super | un, re, sub, inter. super | un, re, sub, inter. super | un, re, sub, inter. super | | | |
| | anti and auto | anti and auto | anti and auto | anti and auto | anti and auto | anti and auto | | | |
| | To apply their growing | To apply their growing | To apply their growing | To apply their growing | To apply their growing | To apply their growing | | | |
| | knowledge of root words | knowledge of root words | knowledge of root words | knowledge of root words | knowledge of root words | knowledge of root words | | | |
| | and suffixes/word | and suffixes/word | and suffixes/word | and suffixes/word | and suffixes/word | and suffixes/word | | | |
| | endings, including | endings, including | endings, including | endings, including | endings, including | endings, including | | | |
| | action, ly,ous, | action, ly,ous, | action, ly,ous, | action, ly,ous, | action, ly,ous, | action, ly,ous, | | | |
| | ture,sure,sion,tion,ssion | ture, sure, sion, tion, ssion | ture,sure,sion,tion,ssion | | | |
| | and cian | and cian | and cian | and cian | and cian | and cian | | | |
| Fluency | | | | | | | | | |
| | 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 | | | | | | | | |
| Understanding | I can discuss my | I can discuss my | I can discuss my | I can discuss my | I can discuss my | I can discuss my | | | |
| on a of other states of the st | understanding of both | understanding of both | understanding of both | understanding of both | understanding of both | understanding of both | | | |
| | texts read independently | texts read independently | texts read independently | texts read independently | texts read independently | texts read independently | | | |
| | and read to them | and read to them | and read to them | and read to them | and read to them | and read to them | | | |
| | Ask relevant questions to | Ask relevant questions to | Ask relevant questions to | Ask relevant questions to | Ask relevant questions to | Ask relevant questions to | | | |
| | clarify and improve their | clarify and improve their | clarify and improve their | clarify and improve their | clarify and improve their | clarify and improve their | | | |
| | understanding of a text | understanding of a text | understanding of a text | understanding of a text | understanding of a text | understanding of a text | | | |
| | Identify an overall theme | Identify an overall theme | Identify an overall theme | Identify an overall theme | Identify an overall theme | Identify an overall theme | | | |
| | of a text and summarise | of a text and summarise | of a text and summarise | of a text and summarise | of a text and summarise | 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 | | | |
| Inference and | I can make straight | I can make straight | I can make straight | I can make straight | I can make straight | I can make straight | | | |
| prediction | forward inference based | forward inference based | forward inference based | forward inference based | forward inference based | forward inference based | | | |
| | on a single point of | on a single point of | on a single point of | | on a single point of | on a single point of | | | |
| | reference | reference | reference | on a single point of reference | reference | reference | | | |
| | I can draw inferences | I can draw inferences | I can draw inferences | I can draw inferences | I can draw inferences | I can draw inferences | | | |
| | such a inferring | such a inferring | such a inferring | such a inferring | such a inferring | such a inferring | | | |
| | e | character's feelings | 0 | character's feelings | e e | Ũ | | | |
| | character's feelings | | character's feelings | thoughts and motives | character's feelings | character's feelings | | | |
| | thoughts and motives | thoughts and motives | thoughts and motives | 8 | thoughts and motives | thoughts and motives from their actions | | | |
| | from their actions | from their actions | from their actions | from their actions | from their actions | | | | |
| | I can infer reasons for | I can infer reasons for | I can infer reasons for | I can infer reasons for | I can infer reasons for | I can infer reasons for | | | |
| | actions and events based | actions and events based | actions and events based | actions and events based | actions and events based | actions and events based | | | |
| | on evidence from the text | on evidence from the text | on evidence from the text | on evidence from the text | on evidence from the text | on evidence from the text | | | |
| Authorial Intent/word meanings | I can identify humour or | I can identify humour or | I can identify humour or | I can identify humour or | I can identify humour or | I can identify humour or | | | |
| | atmosphere | atmosphere | atmosphere | atmosphere | atmosphere | atmosphere | | | |
| | I can identify technical | I can identify technical | I can identify technical | I can identify technical | I can identify technical | I can identify technical | | | |
| | language choice | language choice | language choice | language choice | language choice | language choice | | | |
| | I can comment on how | I can comment on how | I can comment on how | I can comment on how | I can comment on how | I can comment on how | | | |
| | language is used to | language is used to | language is used to | language is used to | language is used to | language is used to | | | |
| | create effect such as | create effect such as | create effect such as | create effect such as | create effect such as | create effect such as | | | |



| | build tension or create |
|--------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | mood | mood | mood | mood | mood | mood |
| Discussing Reading | 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 present book |
| | reviews and evaluations |
| | in a variety of formats |

