



## **The End of Year 3 Expectations in Reading are:**

### **Word Reading:**

Knows all KS1 Phase 2-5 grapheme (word)/phoneme (sound) correspondences and KS1 common exception words ([high frequency tricky words](#)).

Is starting to apply their developing knowledge of prefixes, suffixes and root words (words made up of one morpheme = a grammatical unit which cannot be split into smaller grammatical units e.g. suffixes, prefixes) to reading aloud and to helping them understand the meaning of unfamiliar words ([see English Spelling Appendix 1](#)).

Can read further common exception words (tricky words) ([Year 3 word list](#)), noting any unusual correspondences between spelling and sound, and where these occur in the word.

Can attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words and word segmentation.

### **Comprehension:**

Can discuss books, poems and other texts that are read aloud to them and those they read independently and in discussion they can take turns to talk and listen to others' opinions.

Can understand and explain that narrative books are structured in different ways, for example fairy tales and stories with dilemmas.

Knows a wide range of stories, including fairy stories and adventure stories.

Can orally retell some familiar simple stories.

Can prepare poems to read aloud and to perform, showing understanding through intonation, volume, tone and action.

Is beginning to recognise some different forms of poetry - list poems, rhyming verse etc.

Can discuss and record words and phrases that writers use to engage and impact on the reader.

Can check that a text makes sense to them.

Can pause appropriately when reading aloud, in response to punctuation and/or meaning.

Can discuss their responses to a text .

Is beginning to understand simple themes in books e.g. loneliness, friendship.

Can explain the meaning of words in context.

Can ask questions to help improve their understanding of a text.

Can identify and comment on main characters in stories and the way they relate to one another.

Can make sensible predictions about what is likely to happen in a story and to different characters.

Shows an understanding of the main points of a text and can re-tell the story.

Can use clues from action, dialogue and description to establish meaning.

Can infer reasons for actions and events and begin to justify them with evidence from the text.

Knows that non-fiction books are structured in different ways and can use them effectively.

Can extract information from non-fiction texts appropriately, using contents, index, chapters, headings and glossary.