

## YEAR THREE READING OBJECTIVES COVERAGE

This document aims to support teachers in developing their knowledge of the reading curriculum for their year group and to support with planning for appropriate coverage and pitch within reading lessons. The National Curriculum Reading objectives have been organised under the following headings: word reading; vocabulary and language; comprehension; discussion prompts and strategic over-arching objectives.

This document aims to support teachers with identification of objectives and with creating a clear focus within planned lessons. Objectives have been mapped out under the following headings: most lessons; most weeks and every half term/termly to support teachers with identifying high priority objectives. Teachers might wish to focus on just one / few elements listed below - not 'all statements' within 'most lessons'.

Many reading objectives can also be threaded through other curriculum areas including writing. Words within objectives have been highlighted bold for ease of read so key components of each objective are readily identified. Through a guided reading session (whole class or small guided groups) there will be natural coverage of many objectives, and this document will support teachers with identifying objectives which may need explicit teaching which can then be identified at the planning stage.

Strand	Most lessons	Most weeks
Word Reading	<p><b>apply phonic</b> knowledge and skills match what they decode to words they may have already heard but may not have seen in print <b>re-read</b> and <b>refine reading</b> for <b>fluency</b> <b>test out</b> different <b>plausible pronunciations</b> for less familiar words <b>note</b> the <b>unusual GPCs</b> in harder to read and spell words <b>use prefixes</b> and <b>suffixes</b> to support with <b>pronunciation and meaning</b> <b>read longer words</b>, reading each syllable separately before they combine them to read the word</p>	<p><b>re-read trickier sections</b> aloud <b>chorally</b> to support <b>fluency</b> <b>note</b> and <b>discuss words</b> appearing in reading from <b>3/4 word list</b></p>
<p><b><i>NB Children will be accessing word reading objectives daily during their guided reading lessons (small group or whole class), 1:1 reading opportunities and within writing lessons. Children will also meet these objectives when reading during other curriculum areas.</i></b></p>		

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Strand	Most lessons	Most weeks	Termly / Half termly
Vocabulary & Language	<p><b>discussing</b> and <b>clarifying</b> the <b>meanings of words</b>, linking new meanings to known vocabulary</p> <p><b>identifying words</b> and <b>phrases</b> which are unknown</p> <p><b>discussing</b> the way <b>descriptive language</b> and <b>small details</b> are used to create an impression for the reader</p>	<p><b>discussing</b> the meaning of <b>figurative words</b> and <b>phrases</b> (fiction and non-fiction)</p> <p><b>exploring synonyms</b> and <b>idiomatic language</b> (often seemingly simple words working together for a particular meaning e.g. 'Give me a break!' (<i>Strongest Girl in the World</i>))</p> <p><b>collecting and discussing</b> unknown technical or <b>subject specific vocabulary</b></p> <p>beginning to <b>respond to literary language</b> by phrasing appropriately when reading aloud e.g. <i>puffed himself up like a turkey; rang with the sound of hobnailed boots; shouts rent the air</i></p>	<p><b>using dictionaries</b> to check the meanings of words that they have read</p>

**NB** The vocabulary and language objectives will also be studied during other opportunities such as in writing lessons and story time as well as across the curriculum.

Strand	Most lessons	Most weeks	Termly / Half termly
	<p><b>empathising</b> with <b>characters</b>, based on their descriptions and actions</p> <p><b>discussing words and phrases</b> that capture the reader's interest and imagination</p> <p>beginning to <b>internalise rhythms/ stresses</b> signalled by grammatical structures e.g. <i>questions, conjunctions</i></p> <p><b>checking</b> the text makes sense at the point of reading and <b>self-correcting</b>.</p>	<p><b>linking</b> what they read or hear with their <b>own experiences</b> and beginning to link with <b>others' experiences</b></p> <p><b>discussing</b> the <b>sequence of events</b> in texts and how items of information are related</p> <p><b>identifying common themes</b> e.g. friendship, school life, sibling rivalry and conventions e.g. <i>use of magic objects, good overcoming evil, a bad character learning a lesson and overcoming their behaviour in a wide range of texts</i></p> <p>making <b>comparisons</b> within a book e.g. <b>characters, settings</b></p> <p>beginning to use <b>skimming and scanning</b> strategies</p>	<p><b>preparing poems</b> and <b>play scripts</b> to <b>read aloud and to perform</b>, showing understanding through intonation, tone, volume and action</p> <p><b>recognising</b> some different <b>forms of poetry</b></p> <p>beginning to <b>recognise</b> that <b>characters</b> may have <b>different</b></p>

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<b>Comprehension</b>	<p><b>reading</b> with appropriate <b>expression</b> through <b>phrasing, stress and pitch</b> <b>drawing inferences</b> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><b>retrieving information</b> from the text then checking the selection is what is required</p> <p><b>justifying</b> their <b>views</b> about what they have read by referring back to the text for evidence <i>e.g. Ethel seems to be very clever but she's not very nice because she's often mean to Mildred when her spells don't work.'</i></p>	<p>beginning to <b>select related information</b> from more than one place in a text</p> <p><b>Skilled Readers</b></p> <p>beginning to <b>recognise</b> that <b>characters</b> may have <b>different perspectives</b> in the story of the same event(s)</p> <p><b>recognising</b> that <b>settings</b> may <b>affect feelings</b> and <b>behaviours</b> and beginning to consider how setting descriptions may affect the reader</p> <p>beginning to <b>indicate</b> the likelihood of a <b>suggestion being correct</b></p> <p><b>predicting</b> how <b>characters might behave</b>, thinking about events so far, settings and beginning to consider changes in atmosphere</p> <p>identifying <b>main ideas (gist)</b> drawn from more than one paragraph</p> <p>beginning to <b>summarise main ideas</b> drawn from more than one paragraph</p>	<p><b>perspectives</b> in the story of the same event(s)</p> <p><b>re-reading to find specific information</b> in a non-fiction text</p> <p><b>retrieving information</b> from specified aspects of a text e.g. headings, graphs, illustrations, subheadings</p>
<p><b>NB Children will be accessing objectives daily during their guided reading lessons (small group or whole class), 1:1 reading opportunities and within writing lessons. Children will also meet these objectives when reading during other curriculum areas. Children will also be 'building upon a repertoire of poems learnt by heart' outside of reading instruction.</b></p>			

Discussion prompts	Strategic over-arching objectives
<p><b>responding to open questions</b> and prompts <i>e.g. tell me about...</i> using tentative language to <b>speculate on possibilities</b> raised by the text <i>e.g. After the competition with the strong man, Josie could ... We know Mr Two-suit likes money, what else might he be after?</i></p> <p><b>posing 'what if?' questions</b> that may change the outcome or direction of the line of enquiry/dilemma</p> <p><b>listening</b> and <b>making relevant, related comments</b></p> <p><b>commenting</b> or <b>asking</b> for an <b>explanation</b></p>	<p><b>listening to, reading and discussing</b> a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p><b>reading</b> books that are <b>structured in different ways</b> and reading for a range of purposes</p> <p><b>recording information</b> gained from reading in a <b>variety of simple forms</b> e.g. notes, mind maps, flow charts and tables</p> <p><b>expressing</b> and <b>justifying</b> personal preferences regarding authors/named books/poets/genres</p>

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beginning to **recognise** that **opinions** may change as a result of listening attentively to others, asking questions for clarification and understanding

**participating** and **speaking audibly** in a range of situations  
beginning to **use evidence** to defend points of view  
beginning to **develop, agree** and **evaluate rules** for effective discussion  
**taking turns** in group or class conversations  
beginning to follow up others' points  
showing whether they **agree or disagree** in a group or whole-class discussion

***NB Discussion prompts and strategic overarching objectives can be taught within reading lessons but also other areas of English such as in story time and writing lessons. Many of them can be taught within other areas of the curriculum such as 'showing whether they agree or disagree in a group or whole-class discussion'.***