

READING Key Stage 2 Year 3

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y3	Word			
KS 2 Y3	Word	Apply their improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. ↳ GD objective: Automomously apply their improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	<i>I can use my existing knowledge to help myself read aloud.</i>	<i>I can use my existing knowledge independently to help myself read aloud.</i>
KS 2 Y3	Word	[KEY] Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ↳ GD objective: Beginning to read a greater number of exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<i>I am aware that some words sound different to how they are spelt.</i>	<i>I know a greater number of words that sound different to how they are spelt.</i>
KS 2 Y3	Comprehension			
KS 2 Y3	Comprehension	[KEY] Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks. ↳ GD objective: Develop positive attitudes to reading and understanding of what they read by listening to and evaluating a range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I have understood a range of texts I have read.</i>	<i>I can evaluate a range of texts I have read.</i>
KS 2 Y3	Comprehension	Develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. ↳ GD objective: Develop positive attitudes to reading and understanding of what they read by comparing books that are structured in some different ways and reading for a range of purposes.	<i>I am able to choose from a range of books to find the information I require.</i>	<i>I am able to choose from and compare a range of books to find the information I require.</i>
KS 2 Y3	Comprehension	[KEY] Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read. ↳ GD objective: Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries more confidently to check the meaning of words that they have read and use them in their own work.	<i>I use a dictionary to check the meaning of words.</i>	<i>I use a dictionary more confidently to check the meaning of words and am beginning to use them in my own work.</i>
KS 2 Y3	Comprehension	Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally.	<i>I can talk about some different types of stories I have read.</i>	<i>I can talk about some different types of stories I have read and compare their key features</i>

		<p>↳ GD objective: Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including fairy stories, myths and legends, retelling some of these orally and comparing their key features.</p>		
KS 2 Y3	Comprehension	<p>[KEY] Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books.</p> <p>↳ GD objective: Develop positive attitudes to reading and understanding of what they read by identifying and evaluating themes and conventions in a range of books.</p>	<i>I can identify some themes in a range of books I read.</i>	<i>I can identify and evaluate some themes in a range of books I read.</i>
KS 2 Y3	Comprehension	<p>Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.</p> <p>↳ GD objective: Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to more confidently read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.</p>	<i>I will perform poems and play scripts to read aloud.</i>	<i>I confidently perform poems and play scripts to read aloud.</i>
KS 2 Y3	Comprehension	<p>Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</p> <p>↳ GD objective: Develop positive attitudes to reading and understanding of what they read by evaluating some words and phrases that capture the reader's interest and imagination</p>	<i>I will discuss words and phrases that interest me.</i>	<i>I will evaluate words and phrases that interest me and begin to use them in my own work.</i>
KS 2 Y3	Comprehension	<p>Develop positive attitudes to reading and understanding of what they read by Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>↳ GD objective: Develop positive attitudes to reading and understanding of what they read by beginning to recognise, unaided, some different forms and structures of poetry [for example: free verse, narrative poetry].</p>	<i>I know that poetry comes in different forms.</i>	<i>I know that poetry comes in different forms and can compare different styles.</i>
KS 2 Y3	Comprehension	<p>Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>↳ GD objective: Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, identifying and discussing their misunderstandings.</p>	<i>I think about what I read to make sure I understand it and it makes sense.</i>	<i>I think about what I read and can tell an adult what I don't understand and then think carefully about what it really means.</i>
KS 2 Y3	Comprehension	<p>Understand what they read, in books they can read independently, by asking simple questions to improve their understanding of a text.</p> <p>↳ GD objective: Understand what they read, in books they can read independently, by asking a focused, simple questions to improve their understanding of a text.</p>	<i>I ask questions about a text or book.</i>	<i>I ask more questions about a text or book to ensure I know what I have read about.</i>
KS 2 Y3	Comprehension	<p>[KEY] Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings,</p>	<i>I know a character does certain things because of how the character is feeling or what has happened to</i>	<i>I know a character does certain things because of how the character is feeling or what has happened to</i>

		<p>thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>↳ GD objective: Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' key feelings, thoughts and motives from their actions, and justifying inferences with a range of evidence.</p>	<i>them in the story.</i>	<i>them in the story and use evidence to support my ideas.</i>
KS 2 Y3	Comprehension	<p>[KEY] Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes or text types].</p> <p>↳ GD objective: Understand what they read, in books they can read independently, by beginning to more accurately predict what might happen from key details stated and implied [based on content, simple themes or text types].</p>	<i>I can predict events in stories from what has happened up to now.</i>	<i>I can predict events in stories more accurately from what has happened up to now.</i>
KS 2 Y3	Comprehension	<p>Understand what they read, in books they can read independently, by beginning to identify main ideas drawn from more than one paragraph and summarising these.</p> <p>↳ GD objective: Understand what they read, in books they can read independently, by beginning to identify and organise the main ideas drawn from more than one paragraph and clearly summarising these.</p>	<i>I can tell what the main ideas are from reading a number of paragraphs.</i>	<i>I can tell what the main ideas are from reading a number of paragraphs and summarise these.</i>
KS 2 Y3	Comprehension	<p>Understand what they read, in books they can read independently, by beginning to identify how language, structure, and presentation contribute to meaning.</p> <p>↳ GD objective: Understand what they read, in books they can read independently, by beginning to evaluate how language, structure, and presentation contribute to meaning across a range of contexts.</p>	<i>I can see that books are set out in ways that help the reader to read the texts.</i>	<i>I can see that books are set out in ways that help the reader to read the texts and evaluate their layout</i>
KS 2 Y3	Comprehension	<p>[KEY] Retrieve and record simple information from non-fiction.</p> <p>↳ GD objective: Retrieve and record simple information from non-fiction unaided.</p>	<i>I can use non-fiction books to find information.</i>	<i>I can use non-fiction books to find information without adult help.</i>
KS 2 Y3	Comprehension	<p>Participate with support in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>↳ GD objective: Participate with support in discussion about both books that are read to them and those they can read for themselves, taking turns and patiently listening to what others say.</p>	<i>I can take turns when discussing books I have read.</i>	<i>I like to listen to the opinion of others when I discuss books I have read.</i>