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Reading Expectations in Year 3



*A quick guide to reading at school
and home.*

Expectations for Reading in Year 3

By the end of Year 3, children will be assessed as working towards, meeting or securing their age related expectations.

Guided Reading in Year 3:

Children take part in Guided Reading sessions three times per week.

Children will read once a week to an adult within a Guided Reading session.

Reading at home

It is expected that children read daily at home, for at least 10-20 minutes. Children may read to themselves or aloud to an adult or older sibling. The questions on the final page might support you when hearing your child read.

Children's Reading Records are to be completed each time they read, either by the child if they have read independently, or by the adult or sibling they have read to. Children can read their school book, a book with suitable challenge that they want to read for pleasure, or a book assigned by the teacher through Bug Club. Some parents/carers may be told by the teacher that their child can read newspapers/comics etc. (if they are reluctant readers.) Reading of newspapers, comics, magazines, non-fiction texts on subjects of interest to the child, etc will always be encouraged and may also be recorded in the Reading Record. Sometimes specific homework may be set that requires children to read something in particular, with a follow up task.

Year 3 Word Reading Meeting Expectations

Children are expected to be able to apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. They should read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Children should attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Year 3 Reading Comprehension Meeting Expectations

Children should experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. They will know that non-fiction and narrative books are structured in different ways and be able to access them effectively. Children will be able to ask questions to improve understanding of a text, predict what might happen from details stated and draw inferences such as inferring characters' feelings, thoughts and motives from their actions and identify how structure and presentation contribute to the meaning of texts.

Children are expected to be able to use dictionaries to check the meaning of unfamiliar words and retrieve and record information from non-fiction texts. They should discuss and explain understanding of books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions. They will be able to prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 3 Reading Securing Expectations

Children should be able to skim materials and note down different views and arguments, deduce from the evidence in the text what characters are like, and begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language.

Children are expected to pause appropriately in response to punctuation and/or meaning, justify predictions by referring to the story and read ahead to determine direction and meaning in a story. They should investigate what is known about the historical setting and events and their importance to the story and explore figurative language and the way it conveys meaning succinctly.

Recall Questions

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?

Analytical Questions

- What makes you think that?
- What words give you that impression?
- How do you feel about...?
- Can you explain why ...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?
- Has the author used adjectives to make this character funny?
- Why did the author choose this setting?

Questions requiring synthesis

- What is your opinion? What evidence do you have to support your view?
- Using all the evidence available, can you tell me what you feel about...?
- Given what you know about ... what do you think?
- How would the views put across in this text affect your views on...?
- What would this character think about...? (Possibly a present day issue)

Simple comprehension questions

- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and/or phrases do this?
- What part of the story do you like best?

Application Questions

- Can you think of another story which has a similar theme; eg. good over evil; weak over strong; wise over foolish?
- Do you know of another story which deals with the same issues; eg. social; moral; cultural?
- Which other author handles time in this way; eg. flashbacks; dreams?
- Which stories have openings like this?

Evaluation questions

- What makes this a successful story?
- What opinion do you have to justify your opinion?
- Does it work?
- Could it be better? How?
- Is it as good as...?
- How is it similar to...?
- How is it different to...?
- Is it as good as...?
- Which is better and why?