

Year 3 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet 	<p>Can you find a word which begins with the prefix dis-?</p> <p>What does the prefix anti- mean? So what might this new word mean?</p>
<ul style="list-style-type: none"> • develop positive attitudes to reading and an understanding of what they have read 	<p>What happened in your story?</p> <p>What kind of text would you like to read next?</p>
<ul style="list-style-type: none"> • listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books 	<p>What did you think about...?</p> <p>Shall we go and watch a play about...?</p>
<ul style="list-style-type: none"> • use dictionaries to check the meaning of words they have read 	<p>If you're not sure what a word means, what could you do?</p>
<ul style="list-style-type: none"> • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally 	<p>What genre is this text?</p> <p>Can you tell me the story of...?</p> <p>Do you know any myths?</p>
<ul style="list-style-type: none"> • identify themes and conventions within texts 	<p>What message do you think this story is trying to tell us?</p>
<ul style="list-style-type: none"> • prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<p>Would you like to read a poem to us after dinner?</p> <p>This part of the script is a troll speaking; how might they say it?</p>
<ul style="list-style-type: none"> • discuss words and phrases that capture the reader's interest and imagination 	<p>What an interesting use of words; why do you think the author chose those?</p>
<ul style="list-style-type: none"> • recognise some forms of poetry, e.g. free verse, narrative poetry 	<p>Do you know what kind of poem this is?</p>
<ul style="list-style-type: none"> • check that the text makes sense to them 	<p>Did you understand that?</p>

<ul style="list-style-type: none"> • discuss their understanding of the text 	<p>What do you think that means?</p>
<ul style="list-style-type: none"> • explain the meaning of new words in context 	<p>What does... mean? I've never heard of that before.</p>
<ul style="list-style-type: none"> • ask questions to improve their understanding of the text 	<p>Is there anything you want to ask that you're not sure about?</p>
<ul style="list-style-type: none"> • draw inferences such as inferring characters' feelings, thoughts and motives 	<p>How do you think... is feeling? What makes you think that?</p> <p>Why did he make that choice?</p>
<ul style="list-style-type: none"> • predict what might happen from the details stated and implied 	<p>If they just..., what might they do next?</p> <p>Who could it be? What makes you think that?</p>
<ul style="list-style-type: none"> • identify the main ideas drawn from more than one paragraph and summarise these 	<p>So, what has this part of the story been about?</p> <p>Have you spotted a theme in the story?</p>
<ul style="list-style-type: none"> • identify how language, structure and presentation contribute to meaning 	<p>Why do you think the author has used... in the text?</p>
<ul style="list-style-type: none"> • retrieve and record information from non-fiction texts 	<p>What did...?</p> <p>Which part tells you about...?</p>
<ul style="list-style-type: none"> • participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say 	<p>Would you like me to read this page?</p> <p>What did you think of...?</p> <p>I thought that...</p> <p>Do you think... would like this book?</p> <p>What makes you think that?</p>