

**Aycliffe Village Primary School**  
*Great oaks from tiny acorns grow*

Autumn Term - Orange Highlighting

Spring Term - Yellow Highlighting

Summer Term - Green Highlighting



Year 3	Word Reading Applies phonic knowledge to decode words.	Comprehension Reading age-appropriate texts    Participates in discussions about books
Emerging	<ul style="list-style-type: none"> <li>uses a range of strategies when reading aloud when prompted</li> <li>reads age-appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words</li> <li>experiments with different pronunciations when reading unfamiliar, longer words</li> <li>makes good approximations of a word's pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>listens to, and discusses, a wide range of fiction poetry, plays, non-fiction, textbooks and reference books</li> <li>reads independently and can talk about what has been read</li> <li>makes inferences from texts and can explain these</li> <li>identifies the main points of a text</li> <li>makes predictions based on evidence from the text and can explain these</li> <li>recognises that books are structured in different ways for different audiences and purposes</li> </ul>
Developing	<ul style="list-style-type: none"> <li>begins to use a range of strategies when reading independently</li> <li>self-corrects using the appropriate strategies</li> <li>discusses meaning of new words based on understanding of root words, prefixes and suffixes</li> <li>begins to read ahead looking for clues to determine meaning</li> </ul>	<ul style="list-style-type: none"> <li>begins to read silently for short periods of time</li> <li>reads books that are structured in different ways</li> <li>begins to ask questions to improve understanding of the text</li> <li>recognises the author makes choices regarding the vocabulary used</li> <li>discusses words and phrases that capture the reader's interest and imagination</li> <li>recognises that authors make choices regarding the layout of text / information</li> <li>explains how the structure of a text has impact on the reader</li> <li>begins to recognise different forms of poetry</li> <li>selects books based on awareness of reading preferences</li> </ul>
Secure	<ul style="list-style-type: none"> <li>reads a range of texts with fluency, understanding and expression</li> <li>talks about different strategies that can be used to help make sense of reading</li> <li>begins to select the most effective strategy</li> <li>self-corrects without prompting when necessary</li> </ul>	<ul style="list-style-type: none"> <li>reads silently for longer periods of time</li> <li>reads for a range of purposes</li> <li>checks reading makes sense</li> <li>talks about their understanding and tries to explain the meaning of words in context</li> <li>reads and discusses a variety of text types</li> <li>talks about personal likes and dislikes of books read and, when prompted, can support these views and opinions with reasons</li> <li>asks questions to improve understanding of the text</li> <li>infers reasons for action and events</li> <li>identifies words and phrases used to create mood and tension</li> <li>offers reasons for authors' choice of vocabulary</li> <li>begins to summarise what has been read</li> <li>picks out key points when sequencing fiction</li> <li>offers explanation for layout or organisational features used within a text</li> <li>makes comparisons between stories and between non-fiction texts comparing like with like</li> <li>identifies some different forms of poetry</li> <li>prepares poetry to be read aloud</li> </ul>

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