

Y3 STATEMENTS		Child name	Child name	Child name	Child name	Child name	Child name
V	can apply their growing knowledge of root words, prefixes and suffixes (see English Appendix 1) both to read aloud and to understand the meaning of new words they meet.						
V	can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.						
V	is beginning to use dictionaries to check the meaning of words that they have read						
E	can ask questions to improve their understanding of a text						
I	can identify themes and conventions in a wide range of books						
E	can discuss words and phrases that capture the reader's interest and imagination						
E	can recognise the genre of different forms of poetry [e.g. free verse, narrative]						
I/ E	can check that the text makes sense to them,						
V	can discuss their understanding and explain the meaning of words in context						
E	can ask questions to improve their understanding of a text						
I	can draw simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence						
P	can predict what might happen from details stated and implied						
S	is beginning to identify the main ideas drawn from more than one paragraph and providing a simple summary of these						
V/ E	can identify how language, structure, and presentation contribute to meaning						
R	is beginning to retrieve and record information from non-fiction, making simple notes						

Next steps/date:

e.g. 10.01.18 - revisit inference skills with NN, KS and RT

Other objectives to be aware of:

- to listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- to read books that are structured in different ways and reading for a range of purposes
- to increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- to prepare poems and play scripts to read aloud / perform, showing understanding through intonation, tone, volume and action
- to participate 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

Books the group have read/reader band: (Recommended readers for LKS2 are Reader M-P. Start lower if necessary)

e.g. 10.01.18 – Reader I - Twinkle Twinkle Firefly (Poetry).