



St. Bede's Catholic Primary School



Medium Term Plan – Reading

Skills	Year 3
Reading – Word Reading	
Phonics and Decoding	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>
Common Exception words	<p>To begin to read Y3/Y4 exception words.*</p>
Fluency	<p><i>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</i></p>
Reading – Comprehension	
Comparing, Contrasting and Commenting	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>
Words in Context and Authorial Choice	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>

“Shine like a lantern in the presence of the Lord”



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Inference and Prediction	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.
Poetry and Performance	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.
Non-Fiction	To retrieve and record information from non-fiction texts.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix I). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

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