



Year 3 National Curriculum Statements – Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

E1: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

E2: reading books that are structured in different ways and reading for a range of purposes

V1: using dictionaries to check the meaning of words that they have read

E1/S3: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

S1: identifying themes and conventions in a wide range of books

I5: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

V2: discussing words and phrases that capture the reader's interest and imagination

E1/E2: recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently by:

V1/V4: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

I3: asking questions to improve their understanding of a text

I1/2/4: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

P1/2: predicting what might happen from details stated and implied

S1: identifying main ideas drawn from more than one paragraph and summarising these

E2: Identifying how language, structure and presentation contribute

R5: **retrieve and record information from non-fiction**

E1/2/3: **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**

	Y3 Reading Skills	Suggested question stems
Vocabulary	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read discuss words that capture the reader's interest or imagination identify how language choices help build meaning find the meaning of new words using substitution within a sentence 	<p>What does this word/phrase/sentence tell you about the character/setting/mood?</p> <p>Can you find this word in the dictionary?</p> <p>By writing in this way, what effect has the author created?</p> <p>What other words/phrases could the author have used here?</p> <p>How has the author made you feel by writing...?</p> <p>Which word tells you that...?</p> <p>Find and highlight the word that is closest in meaning to...?</p>
Inference	<ul style="list-style-type: none"> infer characters' feelings, thoughts and motives from their stated actions justify inferences by referencing a specific point in the text 	<p>What do you think...means?</p> <p>Why do you think that?</p> <p>How do you think...?</p> <p>Can you explain why...?</p>

	<ul style="list-style-type: none"> • generate questions to clarify characters' feelings, thoughts and motives • make inferences about actions or events • perform and read aloud poems and play scripts, showing understanding through intonation, tone, volume and action 	<p>What do these words suggest and why do you think that the author chose them?</p> <p>Find and copy a group of words which show...?</p> <p>How does the description of...show that they are...?</p> <p>Who is telling the story?</p> <p>Why has the character done this at this time?</p>
Prediction	<ul style="list-style-type: none"> • predict what might happen on the basis of what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations for them 	<p>Where do you think...will go next?</p> <p>What do you think...will say/do next?</p> <p>What do you think this book will be about?</p> <p>Why?</p> <p>How do you think that this will end? What makes you say that?</p> <p>Who do you think has done it?</p> <p>What might...say about that?</p> <p>How does the choice of character affect what will happen next?</p>
Explain	<ul style="list-style-type: none"> • discussing the features of a wide range of fiction, poetry, plays and non-fiction • identifying how language, structure and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these 	<p>What is similar/different about two characters?</p> <p>Explain why...did that.</p> <p>Describe different characters' reactions to the same event.</p> <p>Is this as good as...?</p> <p>Which is better and why?</p> <p>Why do you think they chose to order the text in this way?</p> <p>What is the purpose of this text and who do you think it was written for?</p> <p>What is the author's viewpoint? How do you know?</p> <p>How are these two sections in the text linked?</p>
Retrieval	<ul style="list-style-type: none"> • use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details • begin to use quotations from the text • locate, retrieve and record information from a fiction text • retrieve information from a non-fiction text 	<p>Who are the characters in this text?</p> <p>When/where is this story set?</p> <p>How do you know?</p> <p>Which part of the story best describes the setting?</p> <p>What do you think is happening here?</p> <p>What might this mean?</p> <p>How might I find the information quickly?</p> <p>What can I use to help me navigate this book?</p> <p>How would you describe the story?</p> <p>Whose perspective is the story told from?</p>
Summarise	<ul style="list-style-type: none"> • identifying main ideas drawn from a key paragraph of page and summarising 	<p>What is the main point in this paragraph?</p> <p>Sum up what has happened so far in 'X'</p>

	<p>these</p> <ul style="list-style-type: none">• begin to distinguish between the important and less important information in a text• give a brief verbal summary of a story• teachers begin to model how to record summary writing• identify themes from a wide range of books• make simple notes from one source of writing	<p>words or less</p> <p>Which is the most important point in these paragraphs?</p> <p>Do any sections/paragraphs deal with the same themes?</p> <p>Have you noticed any similarities between this text and any others you have read?</p> <p>What do I need to jot down to remember what I have read?</p>
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