

## Information for Parents/Carers

### Reading Targets

#### A Year 3 Reader

##### Word Reading

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

##### Comprehension

I read a range of fiction, poetry, plays, and non-fiction texts.

I can discuss the texts that I read.

I can read aloud and independently, taking turns and listening to others.

I can explain how non-fiction books are structured in different ways and can use them effectively.

I can describe some of the different types of fiction books.

I can ask relevant questions to get a better understanding of a text.

I can predict what might happen based on the details I have read.

I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.

I can use a dictionary to check the meaning of unfamiliar words.

I can identify the main point of a text.

I can explain how structure and presentation contribute to the meaning of texts.

I can use non-fiction texts to retrieve information.

I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

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#### Year 3: Reading at Greater Depth

I am an avid reader who finds every opportunity to read additional material other than what is provided for me.

I am beginning to develop a preference for certain types of texts and authors.

I talk with confidence about stories I have read and can ask and answer questions related to the story.

I am confident in predicting what may happen next and use the text I have read so far to help me predict.

I can make a picture in my head about the characters and settings I read about.

I note with increasing interest the way authors use a variety of techniques and strategies to develop characters and the relationship between them.

When reading aloud, I take account of the punctuation in the text.

I am keen to find out more about the background setting of the book I am reading, ie, historical time or another country.

I can work out how authors can persuade and begin to use some of these skills myself.

I am keen to find out more about a poet whose poetry I have read.