

Pupils reading within **Stage 3** should: develop positive attitudes to reading and understanding of what they read through experience of a wide range of:

Poetry ☐ stories ☐ plays ☐ non-fiction ☐ fairy stories ☐ reference books or textbooks ☐ use of dictionaries ☐ myths and legends ☐ folk tales ☐ whole books ☐ library use ☐ drama ☐

St. Bartholomew's C of E Primary School

Stage 3 Reading

Word RG: W	Comprehension RG: C	Inference RG: I	Text structure and organisation RG: T	Language for Effect RG: L	Themes and Conventions RG: TC
<p>In most reading, the child is able to:</p> <p>1) Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words (NC Appendix 1 pp. 59-65)</p> <p>2) Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <i>e.g. although, weight, eight</i></p> <p>3) Use a range of strategies effectively to read with fluency, understanding and expression</p>	<p>Independently, the child is able to:</p> <p>1) Read, listen to and discuss a wide range of high quality texts, taking turns and listening to what others say</p> <p>2) Increase their familiarity with a wide range of books and retell some of these orally</p> <p>3) Check that the text makes sense, discuss their understanding</p> <p>4) Ask questions to improve their understanding of a text</p> <p>5) Retrieve and record information from non-fiction using contents page and indexes to locate information</p> <p>6) Identify the most obvious points of the text <i>e.g. about key information from different points in the text.</i></p> <p>7) Express a personal response to a text <i>e.g. 'she was just horrible like my sister is sometimes'</i></p>	<p>Independently, the child is able to:</p> <p>1) Infer characters' feelings, thoughts and motives from their actions, and begin to justify with evidence <i>e.g. 'he wasn't happy there – that's why he ran away'</i></p> <p>2) Predict what might happen from details stated and implied <i>e.g. 'I think he will run away because even though it doesn't say that he doesn't like her brother, there are clues'</i></p> <p>3) Identify main ideas from more than one paragraph <i>e.g. use evidence from across a text to explain events and / or ideas</i></p>	<p>Independently, the child is able to:</p> <p>1) Understand that texts are structured in different ways for a range of purposes and be able to give examples <i>e.g. 'it explains the different things you can do at the zoo'</i></p> <p>2) Recognise some different forms of poetry <i>e.g. free verse, haiku</i></p> <p>3) Identify key features and why they have been used, <i>e.g. 'the writer uses bullet points for the main reasons'</i></p>	<p>Independently, the child is able to:</p> <p>1) Use dictionaries to check the meaning of words that they have read and explain the meaning of words in context</p> <p>2) Identify and discuss words used by the author to capture interest and imagination <i>e.g. "devastated" is a good word to use to show he is upset'</i></p>	<p>Independently, the child is able to:</p> <p>1) Identify themes <i>e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales</i></p> <p>2) Identify conventions <i>e.g. greeting in letters, a diary written in the first person, presentational devices such as numbering and headings</i></p> <p>3) Comment on and identifying the main purpose of a range of texts <i>e.g. 'I can use this book to find out about...'</i></p> <p>4) Identify author viewpoint <i>e.g. 'the writer wants us to be afraid of him by saying he has a scar across his face'</i></p> <p>5) Make simple connections between texts <i>e.g. similarities in plot, topic, or books from the same author, about same characters.</i></p> <p>6) Recognise some features of the context of texts <i>e.g. historical setting, social or cultural background.</i></p>