

# Havannah Primary School

## Stage 3 Reading

WORD READING		Aut	Spr	Sum
<b>Phonics and decoding</b>	<ul style="list-style-type: none"> <li>To use phonic knowledge to decode quickly and accurately (may still need support to read longer words)</li> <li>To apply 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</li> <li>To apply growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud</li> </ul>			
<b>Common exception words</b>	<ul style="list-style-type: none"> <li>To begin to read Y3/Y4 exception words</li> </ul>			
<b>Fluency</b>	<ul style="list-style-type: none"> <li>To read books written at an age-appropriate level</li> <li>To accurately read at a speed sufficient to be able to focus on understanding what they read rather than decoding individual words</li> </ul>			
<b>Range of genres</b>	<ul style="list-style-type: none"> <li>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>To read for a range of purposes</li> <li>To increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>			
COMPREHENSION				
<b>Understanding and correcting inaccuracies</b>	<ul style="list-style-type: none"> <li>With support, test out different pronunciations with longer words</li> <li>To check that the text makes sense to them and discuss their understanding</li> <li>To ask questions to improve their understanding of the text</li> </ul>			
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>With support, use dictionaries to check the meaning of words that they have read</li> <li>To explain the meaning of words in context</li> <li>To discuss words and phrases that capture the reader's interest and imagination</li> </ul>			
<b>Inference</b>	<ul style="list-style-type: none"> <li>To draw inferences such as inferring characters' feelings and thoughts from their actions</li> </ul>			
<b>Prediction</b>	<ul style="list-style-type: none"> <li>To predict what might happen from details stated and implied</li> </ul>			
<b>Retrieval</b>	<ul style="list-style-type: none"> <li>To answer questions about a text by retrieving information</li> </ul>			
<b>Summarise</b>	<ul style="list-style-type: none"> <li>To identify main ideas drawn from a paragraph</li> <li>To summarise main ideas in one paragraph</li> <li>To identify simple themes and conventions in books</li> </ul>			
<b>Explain</b>	<ul style="list-style-type: none"> <li>To use appropriate terminology when discussing texts (plot, character, setting)</li> <li>To identify how language, structure and presentation contribute to meaning</li> </ul>			
<b>Poetry and performance</b>	<ul style="list-style-type: none"> <li>To recognise different forms of poetry</li> <li>To prepare and perform poems, showing some awareness of the audience when reading aloud</li> <li>To prepare and perform play scripts, showing some awareness of the audience when reading aloud</li> <li>To begin to use appropriate intonation and volume when reading aloud</li> </ul>			
<b>Non-fiction</b>	<ul style="list-style-type: none"> <li>To listen to and discuss non-fiction books</li> <li>To retrieve and record information from non-fiction texts</li> <li>To use the contents pages and indexes to location information</li> </ul>			