Reading
Year 3

Monitor student development of skills in this area.

Phonics:

- Identify complex letter patterns
  e.g. ew igh ould air ture eigh al ough aught ui ph ey oor

- Trigraphs and regular final syllables: ace  ice  age  dge

- Silent letters

- Decode unreal one, two and three syllable words
  - Use strategies to decode
    e.g. syllables, v-e, digraphs, blends, suffixes  (See Appendix for list)

Knowledge, skills and strategies:

- Knowledge of sight words (See Appendix for list)

- Knowledge of subject specific words (See Appendix for list)

- Read silently for 15 minutes

- Read unfamiliar texts fluently

- Read on when encountering a difficult text

- Use expression relating to the context of story

- Use expression relating to the punctuation
  e.g. Full stop (stop and rest), comma (pause), capital letter (raise voice), speech marks (change of voice), exclamation mark (change of voice), question mark (change of voice)

- Self-correct and re-read to clarify meaning

- Read on to decipher difficult texts and predict meaning of unknown words
Knowledge, skills and strategies (continued):

- Use base words to make sense of words with suffixes and prefixes added
- Independently use a dictionary to find word meanings
- Select appropriate reading material for a specific purpose e.g. research
- Identify the purpose of different genres
- Identify features of different genres
- Read unfamiliar texts confidently (novels)
- Students meet own personal reading goals

- Read and view a variety of texts on familiar and unfamiliar topics for interest, research and enjoyment
  e.g. non-fiction (including autobiographies), fiction, short stories, poems, novels, predictive texts, web-sites, homepages, bulletin boards, maps
- Keep a text portfolio, compilation of different genres
  e.g. through guided reading, readers

Research skills:

- Read and view texts to gather and organise information for short, focussed research tasks
  - Browse and search
  - Skim and scan
  - Read cover information

- Sequence materials from texts (written and visual)

- Respond to texts

Introduction to:

- Teach students how to use guide words at the top of the dictionary pages
- Critically thinking and reflecting about texts
- Draw conclusion/s about the meaning/moral of a text (visual and written texts e.g. logos, music, use of colour)
- Compare the structure of texts
- Identify the beliefs, attitudes and values in written and visual texts. Examine how these views shape perspective of futures.
• Direct and extend student thinking and participation in activities responding to literature, media and texts (e.g. book reports, recount, cloze, read and retell, story map and story board)

• Use reading skills to identify symbols, codes and abbreviations e.g. food label codes

• Identify, predict, interpret and evaluate the language features of written and visual texts and discussing their effect on the reader
  • Analyse written and visual texts according to
    • Social context
    • Writer’s intended audience
      • Discuss language features of text type
        e.g. short story, advertisement, set of instructions, explanation
    • Explore aspects of text organisation
    • Identify cohesive links using connectives that add information e.g. and, as well or show cause and effect e.g. because, so

• Interpret and analyse grammar as a resource for meaning
e.g. identify quoted and reported speech in newspaper texts and discuss effects of their use

• Recognise grammar as building blocks of language
e.g. Identify base words and explain how prefixes and suffixes change words and their meaning

• Appreciate and respond to expressive aspects of written language
e.g. Considering rhyme, syllables and rhythm in poetry
e.g. Give appropriate emphasis when reading poetry

• Recognise language choice in stages of texts
e.g. Action verbs in complication stage of narrative
e.g. Technical language in classifying stage of the information report

• Demonstrate understanding of text organisation
e.g. Tracking participants in text using chains of reference ‘The little girl,’ ‘…she’ ‘…her’

• Identify, interpret and analyse grammatical resources in written texts
e.g Identify verbs used to link information in a report and comment on their function in classifying and describing things

• Show an understanding of the building blocks of language
e.g. Identifies conjunctions and discusses different links they create between ideas in texts
Computer and resource based learning:

- Refer to homepages, web-sites, web-bookmarks, bibliographies, contents lists, index, headings, sub-headings, statistical data, on-line and off-line information

- Seek help if required

- Uses library data base

- Considers a range of perspectives

- Use key words to identify relevant sections for reading

- Use key words to identify main points of article/text

- Make brief notes or tables of relevant information

- Draws concept maps, tabulates, makes lists, highlights

- Compares information from different print and visual texts and sources

- Evaluate usefulness of information source

- Use a range of current information and communication technologies e.g. CD-ROMs, electronic slide-shows, interactive computer texts. Combine text, graphics and audio in a web page design for a local and global audience

- Present research work where student is required to sort and sequence their work. Presentation may include maps, recipes etc.

- Interpret communication in different modes e.g. Identifying and making use of conventions of electronic texts such as hyperlinking