

Year 3 Reading

Reading Domains	Key Reading Skills	Suggested question stems for whole class reading
<p>2a - give / explain the meaning of words in context</p> <p>2g - identify / explain how meaning is enhanced through choice of words and phrases</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • using vocabulary skills to check the meaning of words that they have read and to find synonyms • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence. <p>Choice</p> <ul style="list-style-type: none"> • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author...? • Which word is closest in meaning to...? • By writing..., what effect has the author created? • What adjectives has the author used to describe the main character? What does it tell you about their personality.
<p>2e - predict what might happen from details stated and implied</p>	<p>Prediction</p> <ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> • Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text.
<p>2b - retrieve and record information / identify key details from fiction and non-fiction</p>	<p>Retrieval</p> <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. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text. 	<ul style="list-style-type: none"> • Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?

<p>2d - make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>Inference</p> <ul style="list-style-type: none"> • children can infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • make inferences about actions or events 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?
<p>2f - identify / explain how information / narrative content is related and contributes to meaning.</p> <p>2h - make comparisons within the text</p>	<p>Explaining</p> <ul style="list-style-type: none"> • looking for connections and meanings • discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • 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>Making Comparisons</p> <ul style="list-style-type: none"> • identify similarities/different within texts • begin to use the language of comparing-similar to "the same as," "likewise," "too," and contrasting language using words like "although," "differ," and "however." 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked? • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event.
<p>2c - summarise main ideas from more than one paragraph</p>	<p>Summarise</p> <ul style="list-style-type: none"> • identifying main ideas drawn from a key paragraph or page and summarising these • 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 	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?