



Year 3: The order of objectives is just a suggestion of how to structure your year. Generally, word reading and retrieval skills come first, followed by inference & language in the spring and work on whole text/wider themes in the summer (once a wider range of texts have been taught). Please feel free to change the order or break down larger objectives. The ORT objectives are included to give a clearer idea of what an ARE reader would look like at each stage. ORT follows the NC but offers a wider interpretation of objectives which can be really useful.

<b>Word Reading</b> ✓ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word ✓ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet				
<b>Reading Comprehension (throughout the year)</b> <i>Develop positive attitudes to reading, and an understanding of what they read.</i> ✓ discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ✓ read books that are structured in different ways and read for a range of purposes ✓ use dictionaries to check the meaning of words that they have read ✓ increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	<b>Retrieval</b> ● Use text marking to support retrieval of information or ideas from longer pieces of text. ● Summarise key information including events or points from non fiction texts. ● Scan non-fiction pages to find a relevant section of a texts	<b>Deduce &amp; Infer</b> ● Make plausible predictions based on knowledge from/of the text and wider connections ● Discuss reasons for actions and events based on evidence in the texts and using evidence from prior knowledge or experience ● Empathize with different characters' point of view in order to explain multiple ways that characters may be thinking/feeling and how this changes the way they act	<b>Language for effect</b> ● Discuss understanding and explain the meanings of words in context ● Discuss words and phrases that capture the reader's interest and imagination ● Identify where language is used to create mood, build tension or paint a picture	<b>Themes &amp; Conventions</b> ● Recognise some different forms of poetry ● Identify main themes from more than one paragraph and summarise ● Identify themes and conventions in a range of books
<b>Autumn:</b> ORT levels 8-9 would be ARE <ul style="list-style-type: none"> <li>● I can self correct when I make a mistake</li> <li>● I can begin to explain the difference between text types</li> <li>● I can start to give my opinion about a text</li> </ul>				
<b>Spring:</b> ORT levels 10-11 would be ARE <ul style="list-style-type: none"> <li>● I can read aloud with expression, taking punctuation into account</li> <li>● I can use parts of unfamiliar words as a clue to the meaning (root words)</li> </ul>		<b>Extension Yr. 4 Autumn objectives:</b> ORT levels 14 would be ARE <ul style="list-style-type: none"> <li>● I can read increasingly complex fiction and non-fiction for 30 minutes or longer.</li> <li>● I can recognise most types of punctuation when reading aloud and use this to help me add expression.</li> <li>● I can make clearer links between different parts of a text and apply this knowledge.</li> </ul>		
<b>Summer:</b> ORT levels 12-13 would be ARE <ul style="list-style-type: none"> <li>● I can read most texts at this level automatically and fluently</li> <li>● I can compare books and give my views about the use of language</li> <li>● I can read a wide range of punctuation and read for 20-30 minutes at a time.</li> </ul>				