Planning Themes *Teach word reading, retrieval, Inference, response, language every week SEE NB*	Year 3 Assessment Targets	NB: You will need to teach all elements of reading across each week/term depending on how you organise your guided reading. Key Elements Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarising *see Reading VIPERS*			
	Term 1		Try	Use	Prove
Fluency Decoding Interventions Summarising Prediction Scanning and Skimming	1. Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation *e.g. children who were EXS or GDS should be able to read without undue hesitation. Use this assessment to plan for decoding intervention*				
	2. Use skimming to locate main ideas in the text				
	3. Summarise the main idea/s within a paragraph or section *e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed*				
	4. Predict what may happen based on both what has been stated (obvious) and implied (less obvious) *e.g. I think mum will get cross because Tom knew he shouldn't have lied*				
	5. Use scanning to locate pieces of information *e.g. from a single point of reference in the text (a paragraph, verse, poem or page)*				
	6. Use age appropriate dictionaries to check the meanings of words *e.g. junior dictionaries, word banks developed during English lessons*				
	Term 2				
Vocabulary Summarising Themes	7. Discuss their understanding of both texts they have read independently and those read to them				
	8. Identify and discuss the meaning of words in context *this needs to happen every time children read with an adult*				
	9. Identify the over-arching theme of a text *e.g. honesty, loneliness, good overcoming evil*				
	10. Orally retell whole stories/sections of stories linked to the Y3 range *e.g. children should have done this at least twice by the end of term 2*				
	Term 3				
Fluency Gathering information Explaining	11. Identify a main topic to research, independently and through shared reading				
	12. Identify words and phrases that capture the reader's interest and contribute to the meaning of the text *e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck*				
	13. Make notes from one source to capture key information about a topic *e.g. information about penguins' habitats* through recording or highlighting sentences/key words				
	14. Use contents and sub-headings to locate relevant information.				
	Term 4				
Inference	15. Draw inferences about characters' thoughts and actions *e.g. link this to the teaching of response (making point and giving evidence)*				
	16. Recite poems by heart, using intonation, tone and volume to gain the interest of the listener				
	17. Read aloud and perform play scripts, gaining the audience's interest in the characters and plot *e.g. using stage directions, volume and action*				
	Term 5/6				
Inference Justification Application of all skills across a range of Y3 texts	18. Justify inferences with a single piece of evidence from the text to support one specific point				
	19. Identify the language conventions of non-fiction in relation to the text type (see range)				
	20. Identify the structural conventions of non-fiction in relation to the text type (see range)				
	21. Identify how the structure and presentation of texts contributes to the meaning *e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'*				
	22. Reading books that are structured in different ways and for a range of different purposes *e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint)*				
	23. Question texts to clarify and improve their understanding of a text *e.g. why didn't the villagers trust the Iron Man?*				
	24. Express views and listen to the views of others				
	25. Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words				