

Year 3 Reading Objectives	Achieved
Word reading	
To usually read fluently, decoding longer words with support, testing out different pronunciations.	
To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.	
To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.	
To read most Y3/Y4 exception words (as listed in Appendix 1*), noting the unusual correspondences between spelling and sound, and where these occur in the word.	
Comprehension	
<p>To develop a positive attitude to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • reading with an awareness of audience, (e.g. changes in intonation and pace); • reading books that are structured in different ways for a range of purposes and participating in discussions about them; • using appropriate terminology when discussing texts (plot, character, setting). 	
<p>to understand what they read, in books they can read independently, by</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied. • drawing simple inferences with evidence such as inferring characters' feelings. 	
<p>to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.</p>	