



## Year 3 Reading Targets

<b>Target</b>
I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can read for a range of purposes, reading and understanding books that have been structured in different ways.
With support, I can use a dictionary to check the meaning of words that I come across when reading.
I am becoming familiar with an increasingly wide range of books, including fairy stories, myths and legends, and I can retell some of these orally.
With support, I can identify themes and conventions in a wide range of books.
I can prepare poems and plays to read aloud and perform and am starting to use intonation, tone, volume and action, showing a deeper understanding of what I read.
I am beginning to discuss the words and phrases that capture my interest and imagination.
I am beginning to recognise some different forms of poetry such as free verse and narrative poetry.
I can check that the texts I read make sense and can discuss what I understand of them. I can explain the meaning of some interesting words.
I can ask questions to deepen my understanding of a text.
I am beginning to draw inferences from the stories and poems I read. For example, I can infer a characters' feelings, thoughts and motives from their actions. With support, I can find evidence to justify the inferences I make.
I can make basic predictions about what might happen, using details from the text that are stated or implied.
With support, I can identify the main ideas from 2 paragraphs and I can produce a simple summary.
With support, I can identify how language, structure, and presentation contribute to the overall meaning of a text.
I can retrieve and record information from non-fiction texts.
I can discuss books that are read to me and books that I read to myself, taking turns and listening to what others have to say.
I can use my growing knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words.
I can read more exception words, noticing the unusual correspondences between spelling and sound, and where these occur in the word.