Reading Skills and Knowledge
Expected by the End of Year Three

Phonics and decoding

- **To use** their phonic knowledge to **decode quickly and accurately** (may still need support to read longer unknown words).
- **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- to begin to read aloud.*
- **To apply** their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*

Words in Context and Authorial Choice

- **To check** that the text makes sense to them, discussing their findings.
- **To understand and explain** the meaning of words in context.
- **To discuss** authors' choice of words and phrases for effect.

Common Exception Words

- **To begin to read** Y3/Y4 exception words.*

Inference and Prediction

- **To ask and answer questions** appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.
- **To justify predictions** using evidence from the text.

Comparing, Contrasting and Commenting

- **To recognise, listen to and discuss** a wide range of fiction, poetry, plays, non-fiction and Reference books or textbooks.
- **To use appropriate terminology** when discussing texts (plot, character, setting).

Poetry and Performance

- **To prepare and perform** poems and play scripts that shows some awareness of the audience when reading aloud.
- **To begin to use appropriate intonation and volume** when reading aloud.

Non-Fiction

- **To retrieve and record** information from non- fiction texts.

VIPERS are to be evident throughout the teaching and learning of reading
(source Literacy Shed)

*See spelling appendix in the national curriculum

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise