



# *Curriculum Information*

## Year Three - Reading



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# WESTFIELD PRIMARY

## Curriculum Intent Statement

*Our aim is to provide our children with an engaging, exciting and empowering curriculum that provides them with the confidence and skills to flourish in today's society and the future.*

At Westfield Primary the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, develop independence and creativity and build resilience and a love for learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge-based curriculum, concepts and values. We provide many enhancement opportunities to engage learning and we actively encourage involvement and participation in sport, the arts and computing. Learning at Westfield is underpinned by the belief that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum afternoons, sporting activities and performances.

Children leave Westfield with a sense of belonging to a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



## A pupil following Westfield's Y3 reading curriculum...

<b>Read</b>
Can apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Can read books that are structured in different ways and read for a range of purposes
Can read independently using a range of strategies appropriately, including decoding, to establish meaning.
Can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas ( " ") for dialogue.
Can read aloud with intonation and expression, taking into account higher standard punctuation, including ... ( ) - .
<b>Retrieve</b>
Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Increases their familiarity with a wide range of books, including fairy stories, myths and legends, and can retell some of these orally
Can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Can check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
Can identify main ideas drawn from more than one paragraph and summarising these
Can retrieve and record information from non-fiction
Can participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Can summarise and explain the main points in a text, referring back to the text to support this.
Is able to quote directly from the text to support thoughts and discussions.
Can locate information by skimming (for a general impression) and scanning (to locate specific information).
Can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).
<b>Explore – author- language and viewpoint</b>
Can identify themes and conventions in a wide range of books
Can discuss words and phrases that capture the reader's interest and imagination
Can ask questions to improve their understanding of a text
Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts.
Identifies where language is used to create mood, build tension or paint a picture.
Can comment on the author's choice of language to create mood and build tension.



Can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions).
<b>Analyse – structure and organisation</b>
Can recognise some different forms of poetry [for example, free verse, narrative poetry]
Can identify how language, structure, and presentation contribute to meaning
Understands the purpose of a paragraph / chapter (the way in which writers use paragraphs and chapters to group related ideas together).
Can use dictionaries to check the meaning of words that they have read
Can use knowledge of the alphabet to locate information (e.g. dictionary, index).
Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations).
Is beginning to distinguish between fact and opinion in texts.
Is beginning to identify differences between different fiction genres.
<b>Deduce – deduce and infer</b>
Can draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence
Can predict what might happen from details stated and implied
Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) and ideas in an appropriate level text.
Can make plausible predictions based on knowledge from / of the text and wider connections (e.g. other books on same theme; other books by same author; a personal connection the child makes; a connection the child makes to wider experiences).
Can explain how and why main characters act in certain ways in a story, using evidence from the text.
Can discuss reasons for actions and events based on evidence in the text.
Can discuss how characters are built from small details.
Can explore potential meanings of ambitious vocabulary (WOW Words) read in context (using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the ‘root’ word plus prefix and/or suffix), or the context of the word).
Can sometimes empathise with different characters’ point of view in order to explain what characters are thinking / feeling and the way they act.
Can recognise how a character is presented in different ways and respond to this with reference to the text.
When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence.
Can use clues from action, description and dialogue to establish meaning.



Is beginning to read between the lines to interpret meaning and / or explain what characters are thinking / feeling and the way they act.