



Year 3: The order of objectives is just a suggestion of how to structure your year. Generally, word reading and retrieval skills come first, followed by inference & language in the spring and work on whole text/wider themes in the summer (once a wider range of texts have been taught). Please feel free to change the order or break down larger objectives. The ORT objectives are included to give a clearer idea of what an ARE reader would look like at each stage. ORT follows the NC but offers a wider interpretation of objectives which can be really useful.

Word Reading ✓ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word ✓ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet				
Reading Comprehension (throughout the year) <i>Develop positive attitudes to reading, and an understanding of what they read.</i> ✓ discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ✓ read books that are structured in different ways and read for a range of purposes ✓ use dictionaries to check the meaning of words that they have read ✓ increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Retrieval ● Use text marking to support retrieval of information or ideas from longer pieces of text. ● Summarise key information including events or points from non fiction texts. ● Scan non-fiction pages to find a relevant section of a texts	Deduce & Infer ● Make plausible predictions based on knowledge from/of the text and wider connections ● Discuss reasons for actions and events based on evidence in the texts and using evidence from prior knowledge or experience ● Empathize with different characters' point of view in order to explain multiple ways that characters may be thinking/feeling and how this changes the way they act	Language for effect ● Discuss understanding and explain the meanings of words in context ● Discuss words and phrases that capture the reader's interest and imagination ● Identify where language is used to create mood, build tension or paint a picture	Themes & Conventions ● Recognise some different forms of poetry ● Identify main themes from more than one paragraph and summarise ● Identify themes and conventions in a range of books
Autumn: ORT levels 8-9 would be ARE <ul style="list-style-type: none"> ● I can self correct when I make a mistake ● I can begin to explain the difference between text types ● I can start to give my opinion about a text 				
Spring: ORT levels 10-11 would be ARE <ul style="list-style-type: none"> ● I can read aloud with expression, taking punctuation into account ● I can use parts of unfamiliar words as a clue to the meaning (root words) 		Extension Yr. 4 Autumn objectives: ORT levels 14 would be ARE <ul style="list-style-type: none"> ● I can read increasingly complex fiction and non-fiction for 30 minutes or longer. ● I can recognise most types of punctuation when reading aloud and use this to help me add expression. ● I can make clearer links between different parts of a text and apply this knowledge. 		
Summer: ORT levels 12-13 would be ARE <ul style="list-style-type: none"> ● I can read most texts at this level automatically and fluently ● I can compare books and give my views about the use of language ● I can read a wide range of punctuation and read for 20-30 minutes at a time. 				