

These are the things that children in year 3 must know by the end of the academic year to be on track for their age.

## Stoke Reads: Path 3 'Must Know'

### Genres

Fiction  
Poetry  
Plays  
Fairy stories  
Myths and Legends  
Play scripts  
Reading Books structured in  
different ways  
Non-fiction including reference or  
text books

### Words

Read words on Yr 3&4 word list

### Speaking and Listening

Give well-structured descriptions,  
explanations and narratives for  
different purposes through sustained  
talk

Maintain attention, participate  
actively and initiate and respond to  
comments

### Reading

Read on to search for meaning of  
unfamiliar words  
Use dictionaries  
Comment on the layout of non-fiction  
texts  
Develop breadth and depth of  
reading  
Prepare poems and play scripts to  
read aloud and to perform  
Recognise different forms of poetry

These 'must know' objectives are split into paths and steps to cover an aspect each term. Children are expected to achieve Path 3 step 1 by the end of the Autumn term, Path 3 step 2 by the end of the Spring term and be working within Path 3 step 3 by the end of the academic year.

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| <p><b>P</b><br/><b>a</b><br/><b>t</b><br/><b>h</b><br/><b>3</b><br/><b>:</b><br/><b>S</b><br/><b>t</b><br/><b>e</b><br/><b>p</b><br/><b>1</b></p> | <p>Reading books that are structured in different ways - and reading for a range of purposes.</p> <p>Use the context of the sentence to help to read unfamiliar words</p> <p>Understand how simple and complex sentences influence meaning.</p> <p>Reads expressively.</p> <p>Able to read with sustained concentration</p>   | <p>Summarise main events within a story or key facts with the appropriate amount of detail</p> <p>Identifies themes and conventions in a wide range of books.</p> <p>Retrieve and record information from non-fiction texts ie quotes, diagrams, key technical vocabulary etc.</p> <p>Interpret the effects of words and phrases for example to create humour, images and atmosphere</p> <p>Increasing ability to explain characters' feelings and motivations.</p> <p>Locate information using skimming, scanning and text marking.</p> <p>Generate questions before reading and find answers in text</p>   | <p>Make comparisons between books noting similarities and difference.</p> <p>Recognises different forms of poetry, free verse and narrative poems</p> <p>Understand how paragraphs are used to order and build up ideas.</p> <p>Routinely makes use of non-fiction features to find information from the text</p> <p>Routinely use layout to find information across the curriculum.</p> | <p>Ask questions to improve their understanding of a text.</p> <p>Comments on the choice of language to create moods and build tension.</p> <p>Beginning to select words and phrases which carry 'weight' and explain their effect.</p>   | <p>Make choices about which texts to read based on prior reading and knowledge of the author</p> <p>Evaluates specific texts with reference to text types.</p> <p>Able to give overview of text and explain personal response.</p> <p>Draw inferences such as inferring characters feelings, thoughts, and motives from their actions. Justify inferences with evidence from the text.</p>   |
| <p><b>P</b><br/><b>a</b><br/><b>t</b><br/><b>h</b><br/><b>3</b><br/><b>:</b><br/><b>S</b><br/><b>t</b><br/><b>e</b><br/><b>p</b><br/><b>2</b></p> | <p>Read a range of appropriate texts fluently and accurately.</p> <p>Re-read and read ahead to look for clues to determine meaning.</p> <p>Use features to locate information. e.g. contents; indices; subheadings etc.</p> <p>Reads expressively with 'voice' appropriate to text.</p> <p>Continue to develop positive attitudes towards reading.</p> <p>Exercises choice when selecting books - and knowing how to do so.</p> | <p>Identifies themes and conventions in a wide range of books.</p> <p>Make predictions based on knowledge of the text/books by the same author and what could be/might be.</p> <p>Discuss the different character types and use evidence from text to justify view</p> <p>Retrieve and record information from non-fiction texts ie quotes, diagrams, key technical vocabulary etc.</p> <p>Summarise the main points/ viewpoints.</p>  | <p>Identify the features of different text types</p> <p>Make comparisons between books noting similarities and differences and justifying own viewpoints.</p> <p>Routinely use non-fiction texts to extract information across the curriculum.</p> <p>Able to skim, scan and make notes.</p>   | <p>Routinely identifies where language is used to create mood or build tension</p> <p>Recognises themes such as the triumph of good over evil, or the use of magical devices in fairy stories and folk tales. Or the use of 3 in traditional tales</p> <p>Confidently selects words and phrases which carry 'weight' and explain their effect.</p> <p>Justify inferences with evidence from the text.</p> | <p>Discusses the purpose of a text eg 'The true story of the three little pigs' or 'The Stinky cheeseman' etc. Does the text provide the reader with a moral/a lesson in life.</p> <p>Ask why the reader chose to use those words.</p> <p>Evaluates specific texts with reference to text types.</p> <p>Able to give overview of text and explain personal response.</p> <p>Draw inferences such as inferring characters feelings, thoughts, and motives from their actions.</p> |
| <p><b>P</b><br/><b>a</b><br/><b>t</b><br/><b>h</b><br/><b>3</b><br/><b>:</b><br/><b>S</b><br/><b>t</b><br/><b>e</b><br/><b>p</b><br/><b>3</b></p> | <p>Take note of suffixes and prefixes to read and understand new words</p> <p>Read on sight at the words from the year 3&amp; 4 word list</p> <p>Reads longer texts with sustained concentration.</p>   | <p>Identify the shades of meaning, ie synonyms usage in language that give different meanings.</p> <p>Deduce from the text what has happened or what has taken place</p> <p>Begin to distinguish between fact and opinion</p> <p>Justify predictions they make by referring to the story 'James was feeling anxious because he couldn't eat any breakfast'</p> <p>Empathise with characters motives and behaviour</p> <p>Justify predictions by referring to the text.</p> <p>Able to skim, scan and make notes routinely across the curriculum</p> <p>Can orally summarise content of passage.</p> <p>Can use information from encyclopaedias and IT based sources.</p> | <p>Makes comparisons between different texts types and evaluate their usefulness.</p> <p>Routinely use non-fiction texts to extract information across the curriculum. (Increased challenge within the texts).</p> <p>Use layout to find information efficiently.</p> <p>Scan indexes to find information quickly.</p> <p>Understands purpose of layout.</p>                             | <p>Discuss the shades of meaning that create mood and build up tension.</p> <p>Comment upon the use of author's language.</p> <p>Able to say why words and phrases are effective.</p> <p>Uses technical vocabulary, eg. Adjective, adverb, simile.</p>  | <p>Distinguish between fact and opinion across a variety of texts and across the curriculum.</p> <p>Comments identify the author's main purpose.</p> <p>Able to explain reasons for personal response to text.</p>   |