



Every Moment Matters

Blended Learning Reading Pack

Year 3

This reading pack has been designed to fit in with our 'blended learning' approach.

The first page contains the reading targets that the children will be taught during the year.

Following the targets, there is a bank of questions that can be used to enhance the comprehension of the text.

In the event of a child/group of children learning from home, this 'blended learning' pack can be used to support.

Year 3

Initial Requirements:		
		apply phonic knowledge and skills as the route to decode words; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word If no, go to Year 1.
		applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately (at over 90 words per minute); when reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency; asks and answers questions appropriately, including those based on inference of what is said and done If no go to Year 2
Expected Next Steps:		
Word reading	1	automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence
	2	reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Reading for Pleasure and Performance	3	identifies themes and conventions in a wide range of books
	4	prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
	5	discusses words and phrases that capture the reader's interest and imagination
Comprehension	6	new words are understood through the exploration of their meaning in context, and by making links to known vocabulary
	7	asks questions to improve their understanding of a text
	8	draws inferences such as inferring characters' feelings, thoughts and motives from their actions
	9	predicts what might happen on the basis of what has been read so far
	10	retrieves and records information from non-fiction
	11	participates 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
	12	makes links between the book they are reading and other books they have read
Exceeding Next Steps:		
	13	checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
	14	identifies main ideas drawn from more than one paragraph and summarising these
	15	identifies how language, structure, and presentation contribute to meaning
Decimal Score Tracking:		

Automatic decoding using the following sounds...

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

KS2 Reading Comprehension Questions

Below are some question starters that you could ask your child about the text they are reading to aid their understanding.

Retrieval of information	Deduce, infer and interpret	Identify structure	Writer's use of language	Writer's effect on the reader	Social, cultural and historical contexts.
<p>What is 'animation'?</p> <p>What happened in the story?</p> <p>What did...do?</p> <p>True/False based on text.</p> <p>Identify a word from paragraph 2 which shows that...</p> <p>How many...?</p> <p>Give one example...</p> <p>Find some words or phrases that tell you about the setting.</p> <p>Describe...</p> <p>Can...have more than one meaning?</p>	<p>How are the experiences of these two characters similar?</p> <p>Who would you like to meet in the story and why?</p> <p>What evidence is there that...?</p> <p>If you made a movie of this story, what type of music would you use for it and why?</p> <p>What impression do you get of the feelings of this character from the text?</p> <p>What does the word... imply about...?</p> <p>Based on evidence from the text, what would you buy / do / see / ask?</p>	<p>Why did the author choose to...?</p> <p>Why has...?</p> <p>Why is... in...?</p> <p>How does the layout help...?</p> <p>What is the purpose of...?</p> <p>Give two features that tell you it is written as a formal letter/diary/script.</p> <p>What would be a suitable heading for this text?</p> <p>What would be a suitable caption for this image?</p> <p>How does the timeline/image/diagram/layout make it easier to understand?</p>	<p>Underline the word/noun/verb/phrase which shows that...</p> <p>Explain how the use of language in this sentence shows...</p> <p>Why is the word...in inverted commas?</p> <p>Why is this style of formal / informal language used in this text?</p> <p>Why does the writer compare... to...?</p> <p>What does the choice of language suggest...?</p> <p>Why does the writer use the word...?</p> <p>How does the choice of language create the impression that....?</p>	<p>Which of these texts would inspire you to...?</p> <p>Who is most likely to buy this book?</p> <p>Was this text trying to...?</p> <p>How does the writer show their positive/negative attitude towards...?</p> <p>Which text do you think is more/most effective?</p> <p>Why has the author included...?</p> <p>How can you recognise the attitude of this character?</p>	<p>In what ways is...like...?</p> <p>How did you know...?</p> <p>What is it about...that tells you...?</p> <p>Which features could...have?</p> <p>Have you been in a similar situation to the character in the book?</p> <p>Why does...ask... to...?</p> <p>Give two pieces of evidence that...?</p> <p>What other reason could there be for...?</p>

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	<p>What might this character have been thinking?</p> <p>How did the character feel before...and after...?</p> <p>What does this quotation suggest about...?</p> <p>What ideas are we given about...?</p> <p>What words tell us...?</p> <p>What is this character's attitude towards...?</p> <p>What do you think the story is going to be about? Why is... important?</p> <p>Explain the use of the word...</p>	<p>Sequence these events from the text.</p> <p>How does the writer build up to the conclusion?</p> <p>How does the writer link the conclusion to the introduction?</p> <p>How does this paragraph link back to the opening paragraph?</p> <p>How does the first sentence help to guide the reader?</p> <p>Why are some sentences shorter than others?</p> <p>Why is the text organised in this way?</p> <p>How many paragraphs are on the page?</p> <p>What does the glossary tell us?</p>	<p>How does... help you to understand?</p> <p>Which phrase best describes...</p> <p>What do phrases such as...tell you?</p> <p>Which part of the story best describes the setting?</p> <p>Why did the author choose the verbs...and...?</p> <p>Explain why... is used.</p> <p>In what way is...like...?</p> <p>How has the choice of words created a feeling of...?</p> <p>How does the author make you want to continue reading the story?</p> <p>Why is the description of...a good metaphor to use?</p>	<p>Which of these texts would inspire you to...?</p> <p>Who is most likely to buy this book?</p> <p>Was this text trying to...?</p> <p>How does the writer show their positive/negative attitude towards...?</p> <p>Which text do you think is more/most effective?</p> <p>Why has the author included...?</p> <p>How can you recognise the attitude of this character?</p>	