Key Learning in Reading: Y2	Key Learning in Reading: Y3
Word Reading	**Word Reading**
▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	▪ Read books at an age-appropriate interest level.
▪ Re-read books to build up fluency and confidence in word reading.	
▪ Read frequently encountered words quickly and accurately without overt sounding and blending.	
▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.	
▪ Read accurately words of two or more syllables that contain alternative sounds for grapheme, *e.g. shoulder, roundabout, grouping.*	▪ Use knowledge of root words to understand meanings of words.
▪ Read longer and less familiar texts independently.	
▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.	
▪ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading *place* for *palace.*	
▪ Read words containing common suffixes, e.g. *–ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.*	▪ Use suffixes to understand meanings, *e.g. -ly, -ous.*
▪ Read further common exception words, noting tricky parts.	▪ Read and understand words from the Y3 list.
	▪ Use prefixes to understand meanings, *e.g. un-, dis-, mis-, re-, pre-, im-, in-*
Comprehension	**Comprehension**
Developing pleasure in reading and motivation to read	**Developing pleasure in reading and motivation to read**
▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and contemporary and classical poetry.	▪ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. *fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.*
▪ Orally retell a wider range of stories, fairy tales and traditional tales.	▪ Orally retell a range of stories, including less familiar fairy stories, fables and folk tales, e.g. *Grimm's Fairy Tales.*
▪ Sequence and discuss the main events in stories and recounts.	▪ Sequence and discuss the main events in stories.
▪ Read a range of non-fiction texts which are structured in different ways, including information, explanation, instructions, reports, recounts.	▪ Read a range of non-fiction texts, e.g. *information, discussion, explanation, biography and persuasion.*
▪ Recognise the use of repetitive language within a text or poem, (e.g. *run, run as fast as you can*) and across texts, e,g, *long, long ago in a far away land…*	▪ Recognise some different forms of poetry, e.g. *narrative, calligrams, shape poems.*

Composition	Composition
Planning	**Planning**
▪ Plan and discuss what to write about, e.g. *story mapping, collecting new vocabulary, key words and ideas.*	▪ Discuss and record ideas for planning using a range of formats, e.g. *chunking a plot, story maps, flow charts, boxing up.*
	▪ Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.
	▪ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
Drafting and Writing	**Drafting and Writing**
▪ Orally rehearse each sentence prior to writing.	
▪ Develop a positive attitude to writing.	
▪ Develop stamina for writing in order to write at length.	
▪ Write about real and fictional events.	▪ Create and develop settings for narrative. ▪ Create and develop characters for narrative.
▪ Write simple poems based on models.	
▪ Make simple notes from non-fiction texts, e.g. *highlighting and noting key words.*	
▪ Use specific text type features to write for a range of audiences and purposes, e.g. *to instruct, inform, entertain, explain, discuss, persuade.*	
	▪ Improvise, create and write dialogue.
	▪ Create and develop plots based on a model.
	▪ Generate and select from vocabulary banks, e.g. *noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.*
	▪ Use different sentence structures.
	▪ Group related material into paragraphs.
	▪ Use headings and sub-headings to organise information.
Evaluating and Editing	**Evaluating and Editing**
▪ Edit and improve own writing in relation to audience and purpose.	▪ Improve writing in the light of evaluation.
▪ Evaluate their writing with adults and peers.	▪ Discuss and propose changes with partners and in small groups.
▪ Proofread to check for errors in spelling, grammar and punctuation.	▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
▪ Proofread to check for correct form of verbs within sentences, e.g. *correcting he walking to the shop to he walked to the shop.*	
Performing	**Performing**
▪ Read aloud their writing with intonation to make the meaning clear.	▪ Use appropriate intonation, tone and volume to present their writing to a group or class.