

### Progression in Reading Year 3

Strand	Term 1 & 2	Term 3 & 4	Term 3 & 4
<b>Word Reading</b>	Use knowledge of root words to understand meanings of words eg forget, forgetting, begin, beginner, garden, gardener, gardening. <i>Link to writing/SPAG</i>	Use knowledge of root words to understand meanings of words eg limit, limiting, limited, limitation (Link to writing/SPAG <i>(builds on T1/T2 but will need to clarify which suffixes in line with SPAG)</i> )	Use knowledge of root words to understand meanings of words eg base, basic, basically; drama, dramatic, dramatically limit, limiting, limited, limitation (Link to writing/SPAG <i>(builds on T1/T4 but will need to clarify which suffixes in line with SPAG)</i> )
	Use prefixes to understand meanings eg un dis mis ( <i>link to spelling/spag</i> )	Use prefixes to understand meanings eg re (again) pre (before) <i>link to spelling/spag (builds on T1/2)</i>	Use prefixes to understand meanings eg in im (not) <i>link to spelling/spag (builds on T1/4)</i>
	Use suffixes to understand meanings -ly (in this way) eg sadly, finally, in this way. <i>Link to spelling/SPAG</i>	Use suffixes to understand meanings -ly (in this way) eg energetically, frantically, gently, nobly, comically. <i>Builds on T1/2 with same suffix but diff spellings eg double the 'l' Link to spelling/SPAG</i>	Use suffixes to understand meanings -ous (full of) <i>Builds on T1/4 Link to spelling/SPAG</i>
	Read and understand selected words from the year 3 list.	Read and understand selected words from the year 3 list.	Read and understand selected words from the year 3 list.
<b>Developing positive attitudes to, and understanding of reading</b>	Identify the main events in a story in sequence by saying what happened at each stage eg first of all....later on....after that...eventually...finally	Identify and record ( <i>new</i> ) the main events in a story in sequence eg story map, story board. Use to retell. ( <i>Build on and develop from T1/2 – use the vocab first etc as last term</i> )	Sequence the main events in stories orally and in note/picture form. Discuss each main event, sharing opinions. ( <i>Builds on T1/4</i> )
	Orally retell stories including all main events in sequence.	Orally retell stories including detail ( <i>new</i> ) and vocabulary ( <i>new</i> ) from the text to engage the listener. <i>Builds on T1/T2</i>	Orally retell stories engaging the listener through eye contact, expression and gesture. <i>Builds on T1/T4</i>
	Discuss themes in fairy tales eg magic, prince/princess, wicked witch, a wish	Discuss the themes in stories from other cultures eg Egyptian myths – gods, servants, explaining nature	Identify and discuss themes in traditional tales eg good over evil; weak & strong; wish & foolish; mean & generous.
	Identify & discuss conventions of fairy tales eg Once upon a time, happy ever after, a spell, a repeated chant, the numbers three & seven	Identify & discuss conventions of stories from other cultures eg Egyptian myths	Identify & discuss conventions of folk tales eg characters who speak in riddles or rhymes.

<b>Understanding</b>	Choose favourite words and phrases from a text.	Identify and discuss favourite words and phrases which capture the reader's interest and imagination.	Identify, discuss and independently collect favourite words and phrases which capture the reader's interest and imagination.
	Identify unfamiliar words and discuss possible meanings.	Understand the meaning of unfamiliar words by using the context ( <i>new</i> ). (builds on T1/2)	Explain the meaning of unfamiliar words by using the context (consolidates T3/4)
	Use the first two letters to locate words in a dictionary.	Use the first two letters to locate words in a dictionary and identify the appropriate definition in relation to the context of the text.	Use the first two letters to locate words in a dictionary and identify the appropriate definition and explain its use to the context of the text.
	Use expression when reading aloud.	Use appropriate intonation and expression when reading aloud.	Use appropriate intonation and expression when reading aloud.
	Take note of punctuation when reading aloud eg pause at full stops; change voice in response to an exclamation mark	Take note of punctuation when reading aloud eg show a rising inflection in response to a question mark.	Take note of punctuation when reading aloud eg changing voice in response to inverted commas, pausing at commas in lists and commas to demarcate clauses.
	Discuss their understanding of the text using tentative ( <i>not certain, not confident</i> ) language eg Perhaps..., I am interested by...,	Discuss their understanding of the text using tentative ( <i>not certain, not confident</i> ) language eg I am puzzled by... I'd like to know if... I'm not sure about....	Discuss their understanding of the text eg At first I thought...but now... I was wondering whether.... I don't think....should have...because..
	Raise own questions during the reading process to deepen understanding eg What did he do? What did he think when...?	Raise own questions during the reading process to deepen understanding eg Why did ....? How did....? What happened when...?	Raise own questions during the reading process to deepen understanding eg Why did the character ....? How did she....? What happened when she... How did he know about...?
	Draw inferences around characters actions eg Why did the Pied Piper take revenge? Why did the hare challenge the tortoise to a race?	Draw inferences around characters thoughts ( <i>new</i> ), feelings ( <i>new</i> ) & actions.	Draw inferences around characters thoughts, feelings & actions and justify with evidence from the text.
	Make predictions based on details stated.	Make plausible predictions based on details stated.	Make predictions based on details stated, giving reasons.
	Respond to a statement using true or false; give simple reasons drawing on the text eg The White Witch is an evil character	Provide evidence to support a statement provided by the teacher eg The Iron Man is a mysterious creature. What evidence is there to support this point?	Justify responses to the text using PE – point, evidence eg I think...because it says...
	Discuss the purpose of paragraphs in non-fiction texts.	Discuss the purpose of paragraphs in non-fiction texts and identify the key idea of each paragraph.	Discuss the purpose of paragraphs and identify the key idea of each paragraph by labelling.
	Analyse texts looking at structure and presentation.	Analyse texts looking at language ( <i>new</i> ), structure and presentation.	Analyse and evaluate ( <i>new</i> ) texts looking at language, structure and presentation.

<b>NF information retrieval</b>	Activate prior knowledge and prepare for research by creating a mind map or concept map of what is already known about the subject.	Prepare for research by identifying what is already known and generate possible questions about the subject.	Prepare for research by identifying what is already known, generate key questions about the subject eg create a KWL grid. Complete the grid with answers to questions generated.
	Identify how specific information is organized within a non-fiction text eg sub-headings, bullet points, glossaries, diagrams.	Describe ( <i>new</i> ) how specific information is organized within a non-fiction text eg text boxes, contents, bullet points, glossaries, diagrams.	Evaluate ( <i>new</i> ) how specific information is organized within a non-fiction text eg text boxes, contents, bullet points, glossaries, diagrams.
	Use a title, cover and blurb to determine whether a book will provide relevant information for research.	Use the title and contents page to appraise ( <i>new</i> ) whether a book will provide relevant information for research.	Quickly appraise a text to evaluate usefulness.
	Locate features of information texts in print and on screen eg contents, index, page numbers, hyperlinks.	Locate features of information texts in print and on screen eg contents, index, page numbers, heading, sub-heading hyperlinks, icons and drop down menus.	Navigate texts in print and on screen using contents, index, page numbers, heading, sub-heading hyperlinks, icons and drop down menus.
	Record information from non-fiction texts. Complete charts using key words, phrases or sentences.	Record information from non-fiction texts by making simple notes eg key words & phrases, page references & headings and use these in subsequent writing.	Record information from a range of non-fiction texts. Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points eg for/against; flow charts
<b>Discussion</b>	Participate in discussion about what is read to them and books they have read independently.	Participate in discussion about what is read to them and books they have read independently <i>eg generating, asking &amp; answering questions</i>	Participate in discussion about what is read to them and books they have read independently <i>eg expressing preferences, providing opinions, making relevant comments</i>
	Discuss and follow simple rules for discussion eg look at person speaking, take turns to speak	Discuss, develop and follow rules for effective discussion	Discuss, develop and follow rules for effective discussion. Take turns and listen to what others say.
	Make contributions in group situations eg pairs, guided groups	Make and respond to contributions in group situations. (teach specific phrases eg I agree with your idea.)	Make and respond to contributions in a variety of group situations eg whole class, pairs, guided groups