**Progression in Reading Year 3**

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| **Strand** | **Steps 1 & 2****White / lime ORT 10 / 11** | **Steps 3 & 4****Lime/brown ORT 10/11**  | **Steps 5 & 6****Brown / grey ORT 11/12/13** | **Key Learning** |
| **`Word Reading** | Use knowledge of root words to understand meanings of words eg forget, forgetting, begin, beginner, garden, gardener, gardening. *Link to writing/SPAG* | Use knowledge of root words to understand meanings of words eg limit, limiting, limited, limitation  | Use knowledge of root words to understand meanings of words eg base, basic, basically; drama, dramatic, dramatically limit, limiting, limited, limitation  | Use knowledge of root words to understand meanings of words |
| Use prefixes to understand meanings eg un dis mis *link to spelling/spag* | Use prefixes to understand meanings eg re (again) pre (before)  | Use prefixes to understand meanings eg in im (not)  | Use prefixes to understand meanings e.g. un-, dis-,-mis-, re- |
| Use suffixes to understand meanings -ly (in this way) eg sadly, finally, in this way. *Link to spelling/SPAG* | Use suffixes to understand meanings -ly (in this way) eg energetically, frantically, gently, nobly, comically. *Builds on T1/2 with same suffix but diff spellings eg double the ‘*l’  | Use suffixes to understand meanings –ous (full of) B*uilds on T1/* | Use suffixes to understand meanings e.g. –ation, -ous |
| 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.  | Read and understand meaning of words on Y3/4 word list |
| **Develop pleasure in reading, motivation to read, vocab and understanding.** | ***Listen to and discuss a range of fiction, poetry, plays, non-fiction. Regularly listening to whole novels read aloud by the teacher*** |
| 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 *(new)* the main events in a story in sequence eg story map, story board. Use to retell. *(Build on and develop from T1/2 – use the vocab first etc as last term)* | Sequence the main events in stories orally and in note/picture form. Discuss each main event, sharing opinions. *(Builds on T1/4)* | Sequence and discuss the main events in stories |
| Orally retell stories including all main events in sequence.Cycle A: focus on folk tales from UK (T2 geog link)Cycle B: focus on less familiar fairy storiesBUT some of each, each year. | Orally retell stories including detail *(new)* and vocabulary *(new)* from the text to engage the listener. *Builds on T1/T2* | Orally retell stories engaging the listener through eye contact, expression and gesture. *Builds on T1/T4* | Sequence and discuss the main events in stories |

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| **Develop pleasure in reading, motivation to read, vocab and understanding.** | Begin to identify themes in folk tales & fairy tales. (Poss folk tales: Robin Hood, Beast of Bodmin Moor, Brownies, King Arthur) | Discuss the themes in fairy tales or folk tales.  | Identify *(new)* and discuss the themes (builds on T1/2 fables) in fairy tales or folk tales eg good over evil,; weak & strong; wish & foolish; mean & generous.  | Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times |
| Begin to identify & discuss conventions of folk tales & fairy tales. | Identify & discuss conventions of fairy tales eg magic, a wish, a spell, a repeated chant | Identify & discuss conventions of fairy tales eg the number three and seven in fairy tales; characters who speak in riddles, rhymes or riddles. *(Builds on T1/4)*  | Identifying and discussing conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times |
| Prepare poems to read aloud by text marking, colour coding & annotating to support rehearsal and performance.  | Prepare poems or playscripts (new) to read aloud by text marking, colour coding & annotating to support rehearsal and performance.  | Prepare poems or playscripts showing understanding though intonation, tone, volume and action.  | Prepare poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action |
| **Understand what they read independently** | Choose favourite words and phrases from a text.  | Identify and discuss favourite words and phrases which capture the reader’s interest and imagination. *(builds on T1/2)* | Identify, discuss and independently collect favourite words and phrases which capture the reader’s interest and imagination. *(builds on T1/4)* | Discussing their understanding of the text. |
| Identify unfamiliar words and discuss possible meanings. | Understand the meaning of unfamiliar words by using the context *(new).* (builds on T1/2) | Explain the meaning of unfamiliar words by using the context (consolidates T3/4) | Explaining the meaning of unfamiliar words by using the context |
| Use the first two letters to locate words in a dictionary.  | Use the first 2 letters to check meanings of words they have read & identify the appropriate definition in relation to the text. | Use the first 2 letters to check meanings of words they have read & identify the appropriate definition in relation to the text & explain its use in relation to context of text. | Use a dictionary to find meanings of words they have read. |
| Use expression when reading aloud.  | Use appropriate intonation and expression when reading aloud.  | Use appropriate intonation and expression when reading aloud.  | Show understanding of text through expression when reading aloud.  |
| **Understand what they read independently** | Take note of punctuation by using tone and intonation 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. *(builds on T1/2)* | Take note of punctuation when reading aloud eg change voice in response to inverted commas, pause at commas in lists and commas to demarcate clauses. *(builds on T1/4)* | Use punctuation to demonstrate understanding of the text. |
| Raise own questions during the reading process to deepen understanding eg What did he do? What did he think when…? How do we teach this skill? | Raise own questions during the reading process to deepen understanding eg Why did ….? How did….? What happened when…? How do we teach this skill? *(Builds on T1/2)* | 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…? How do we teach this skill? *(Builds on T1/4)* | Raise questions during the reading process to deepen understanding e.g. I wonder why the character … |

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|  | Make 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 (new), feelings (new) & actions. *(Builds on T1/2)* | Draw inferences around characters thoughts, feelings & actions and justify with evidence from the text. *(Builds on T1/4)* | Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text.Using point and evidence to structure and justify responses.  |
| Make predictions based on details stated. | Make plausible predictions based on details stated. *(Builds on T1/2)* | Make predictions based on details stated, giving reasons *(Builds on T1/4)* | Making predictions based on details stated. Using point and evidence to structure and justify responses  |
| 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? *(Builds on T1/2)*  | Justify responses to the text using PE – point, evidence. *(Builds on T1/4)*  | Using point and evidence to structure and justify responses  |
| Discuss the purpose of paragraphs in fiction & in non-fiction texts. | Discuss the purpose of paragraphs in fiction & non-fiction texts and identify the key idea of each paragraph. *(Builds on T1/2)*  | Discuss the purpose of paragraphs and identify the key idea of each paragraph by labelling. *(Builds on T1/4)*  | Discussing the purpose of paragraphs.Identifying a key idea in a paragraph. |
| Analyse texts looking at structure and presentation.  | Analyse texts looking at language *(new),* structure and presentation. *(Builds on T1/2)*  | Analyse and evaluate *(new)* texts looking at language, structure and presentation. *(Builds on T1/4)*  | Identify how language, structure, and presentation contribute to meaning. |
| **NF information retrieval** | 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. *(Builds on T1/2)*  | 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. *(Builds on T1/4)*  | Ask and answer relevant questions. |
| Identify how specific information is organized within a non-fiction text eg sub-headings, bullet points, glossaries, diagrams.  | Describe *(new)* how specific information is organized within a non-fiction text eg text boxes, contents, bullet points, glossaries, diagrams. *(Builds on T1/2)*  | Evaluate *(new)* how specific information is organized within a non-fiction text eg text boxes, contents, bullet points, glossaries, diagrams. *(Builds on T1/4)*  | Evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. |
| Use a title, cover and blurb to determine whether a book will present relevant information for research.  | Use the title and contents page to appraise (new) whether a book will provide relevant information for research.  | Quickly appraise a text to evaluate usefulness. *(Builds on T1/4)*  | Quickly appraising a text to evaluate usefulness. |

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|  | 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. *(Builds on T1/2)*  | Navigate texts in print and on screen using contents, index, page numbers, heading, sub-heading hyperlinks, icons and drop down menus. *(Builds on T1/4)*  | Navigate texts in print and on screen. |
| 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. *(Builds on T1/2)*  | 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 *(Builds on T1/4)*  | Record information from non-fiction books. |
| **Discussion** | With prompting, 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 *eg generating, asking & answering questions (Builds on T1/2)*  | Participate in discussion about what is read to them and books they have read independently *eg expressing preferences, providing opinions, making relevant comments (Builds on T1/4)*  | Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say |
| Develop and agree on rules for effective discussion, taking turns and listening to what others say. | Make and respond to contributions in group situations. *(Builds on T1/2* | Make and respond to contributions in a variety of group situations eg whole class, pairs, guided groups *(Builds on T1/4)*  | Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups. |

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| accident | century | experiment | interest | particular | remember |
| accidentally | certain | extreme | island | peculiar | sentence |
| actual | circle | famous | knowledge | perhaps | separate |
| actually | complete | favourite | learn | popular | special |
| address | consider | February | length | position | straight |
| answer | continue | forward(s) | library | possess | strange |
| appear | decide | fruit | material | possession | strength |
| arrive | describe | grammar | medicine | possible | suppose |
| believe | different | group | mention | potatoes | surprise |
| bicycle | difficult | guard | minute | pressure | therefore |
| breath | disappear | guide | natural | probably | though |
| breathe | early | heard | naughty | promise | although |
| build | earth | heart | notice | purpose | thought |
| busy | eight | height | occasion | quarter | through |
| business | eighth | history | occasionally | question | various |
| calendar | enough | imagine | often | recent | weight |
| caught | exercise | increase | opposite | regular | woman |
| centre | experience | important | ordinary | reign | women |

**Y3 / 4 Statutory Word List**