

Year 3 Reading Progression Grid



Year 3 National Curriculum Statements	Reading Comprehension	<p>Continue to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">• develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• using dictionaries to check the meaning of words that they have read• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• discussing words and phrases that capture the reader's interest and imagination• recognising some different forms of poetry [for example, free verse, narrative poetry]• understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding• explaining the meaning of words in context• asking questions to improve their understanding of a text• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• retrieve and record information from non-fiction• participate 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.
---------------------------------------	-----------------------	--

Year 3 Reading Progression Grid



Activities to support reading	<p>Transcribe the children's oral responses into written ones and model structures for answering question</p> <p>Always ask the children to explain their responses to questions – How do you know?</p> <p>Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings</p> <p>Relate the text type back to the writing the children have completed</p> <p>Model how to construct a summary of a text</p> <p>Echo reading – to encourage fluency, use intonation to add to meaning and clarity of speech</p> <p>Paired and echo reading – Allow children to discuss in partners or read together</p> <p>Ask children to become Reading Detectives and search for clues within texts</p> <p>Model reading strategies – re-reading for clarity and understanding</p>	
	Key Reading Knowledge and Skills	Suggested question stems for whole class reading
Year 3 Word Reading	<ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian. 	<ul style="list-style-type: none"> Can you think of/find a word with the same prefix as _____ Can you think of/find a word with the same suffix as _____ Can you add a prefix/suffix to _____? How does it change the meaning of the word? What is the root word for _____? Can you add a different prefix/suffix to it?
Year 3 Vocabulary	<p>To know how to:</p> <ul style="list-style-type: none"> discuss words that capture the readers interest or imagination identify how language choices help build meaning how to use dictionaries to check the meaning of words that they have read find the meaning of new words using substitution within a sentence. 	<ul style="list-style-type: none"> What does this word/phrase/sentence tell you about the character/setting/mood? Can you find this word in the dictionary? By writing in this way, what effect has the author created? What other words/phrases could the author have used here? How has the author made you feel by writing...? Which word tells you that...? Find and highlight the word that is closest in meaning to...?

Year 3 Reading Progression Grid



Year 3 Inference	<p>To know how to:</p> <ul style="list-style-type: none"> • infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • make inferences about actions or events 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?
Year 3 Prediction	<p>To know how to:</p> <ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions. 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?
Year 3 Explaining	<p>To know how to:</p> <ul style="list-style-type: none"> • identify and discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?



Year 3 Reading Progression Grid

Year 3 Retrieval	<p>To know how to:</p> <ul style="list-style-type: none"> • use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text 	<ul style="list-style-type: none"> • Who are the characters in this text? • When/where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?
Year 3 Summarise	<p>To know how to:</p> <ul style="list-style-type: none"> • identify main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • identify themes from a wide range of books • make simple notes from one source of writing 	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?

Reading for Pleasure

Class books and novels are read daily to the children.

The selection of books includes those linked to '5 plagues of reading' (must reads), topics and teachers' personal choices from recommended lists. The 5 plagues are identified types of books that can create barriers to children developing a life-long love of reading. By reading a selection of these books, we aim to encourage children to read a wider range of books.



Year 3 Reading Progression Grid

5 Plagues	Archaic language		Non-linear time sequences		Narratively Complex		Complexity of Story		Resistant Texts	
Year 3	The Secret Seven	The Worst Witch	The Butterfly Lion	The Owl Who Was Afraid of the Dark	Voices in the Park	The Day the Crayons Quit	Iron Man	The Tunnel	The Christmasaurus	Stormbreaker
					Firework Maker's Daughter					

The internet provides a wealth of recommended book lists that are updated regularly. Suggested sites include The Book Trust, National Literacy Trust and The Centre for Literacy in Primary education.

Daily Reading

Children have the opportunity to change their reading book when necessary (daily) and have a weekly timetabled library session, these sessions allow the children to choose a book of their own choice from a wide selection of fiction and non-fiction books. Both the library and reading books can be read during daily reading sessions.

Class/Year group Library

Each class or year group (depending on organisational space) has access to a class library. These have a range of books including:

- fiction
- non-fiction
- books reflecting diversities
- class novels that have been read

Year 3 Reading Progression Grid



Year 3 have the opportunity during the school year to visit the local library.