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| **Year 3 - Reading Progression** | |
| **Word Reading:**   * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | |
| **Fluency:**   * to be able to read a wide range of age appropriate texts (fiction, poetry and plays, non-fiction, reference or text books)   + with expression     - often uses expression by sometimes varying intonation, volume and tone to match meaning     - beginning to demonstrate confidence     - is mostly natural sounding and easy to understand   + with automatic word recognition     - reads most words automatically and effortlessly most of the time     - uses a mixture of conversational and slow reading, mostly slow reading     - reads at least 95 words correct per minute   + with rhythm and phrasing (phrasing/chunking and pausing)     - reads with some choppiness but is able to go phrase by phrase sometime     - pays attention to intonation and usually pauses at punctuation with some consistency and accuracy   + with smoothness (accuracy and self-correcting)     - reads most words accurately     - breaks occasionally from smoothness and may often hesitate     - has a few difficulties with specific words and/or structures, but they only occasionally impede overall flow | |
| **Term 1 – Change for the Better**  Text Focus – Archaic (texts that have vocabulary or syntax that is not used nowadays – over 50 years old at least)  Red Riding Hood – fluency focus  Pippi Longstocking – Astrid Lindgren | **Comprehension (Focus Skill – Retrieve)**   * Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books * Retrieving and recording information from non-fiction texts * Link the events or topic from a text to their own experience and/or information gathered. Begin to make links to similar books they have read. * Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don’t understand. * Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question. * Mark text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading. * Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts e.g. flow charts, for and against columns, matrices and charts of significant information. * Re-read sections of texts carefully to find ‘evidence’ to support their ideas about a text. Answer simple retrieval questions by making a point and supporting it with ‘evidence’ from a text. * Locate, retrieve and collect information from texts about significant or important elements or aspects e.g. characters, events, topics. * Clarify their understanding of events, ideas and topics by asking questions about them. * Take information from diagrams, flow charts and forms where it is presented graphically. * Skim and scan a text to locate information quickly and accurately. |
| **Term 2 – What Have They Taught Us?**  Text Focus – Narratively Complex (have an unreliable, multiple or non-human narrators which often create multiple plot-lines or alternative view points)  The Hodgeheg – Dick King Smith  The Legend of Kevin – Philip Reeve | **Comprehension (Focus Skill –Inference)**   * Identify themes and conventions in a wide range of books * drawing inferences such as characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * Read sections of texts carefully to find ‘evidence’ to support their ideas about a text. Answer simple inference questions by making a point and supporting it with ‘evidence’ from a text. * Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters’ feelings in fiction. * Discuss the language used to create significant aspects of a text e.g. opening, build up, atmosphere, and how a writer implies as well as tells. * Ask questions to develop understanding of characters’ feelings and actions, or to understand significant details about a topic. * Link what they read to their knowledge of similar texts. Re-read sections of texts carefully to check their ideas about the text. |
| **Term 3 – Where Would We Be Without Water?**  Text Focus – Non-Linear ( have timelines that can be complex to follow as the events are not written in order)  Fortunately, the Milk – Neil Gaiman | **Comprehension (Focus Skill – Prediction and Summarising)**   * Predicting what might happen from details stated and implied * Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading. * Predict from what they have read or had read to them how incidents, events ideas, or topics will develop or be concluded. * Retelling some fairy tales, traditional tales, and so on orally * Identifying themes and conventions in a wide range of books * Identifying main ideas drawn from more than one paragraph and summarising these * Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage. * Make brief summaries as they read, thinking about the clues and hints they’ve picked up, as well as what is directly stated. |
| **Term 4 – Healthy Body, Healthy Minds**  Text Focus – Figurative/Symbolic ( have language that often conveys a moral or political message)  The Iron Man – Ted Hughes | **Comprehension (Focus Skill – Explain)**   * identifying how language, structure and presentation contribute to meaning * identifying themes and conventions in a wide range of books * discussing words and phrases that capture the reader’s interest and imagination * Read and identify the main points or gist of the text e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. * Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information. * Re-read sections of texts carefully to find ‘evidence’ to support their ideas about a text. * Identify typical story themes e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters’ feelings, behaviour and relationships change over a text. * Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem’s layout. * Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author. * Discuss authors’ choice of words and phrases that describe and create impact e.g. adjectives and expressive verbs. * Say why they prefer one text to another. Begin to identify why one non-fiction text is more useful than another, according to their purpose. * Notice how information is presented across a range of texts. * Discuss the language used to create significant aspects of a text e.g. opening, build up, atmosphere, and how a writer implies as well as tells. * Identify how different non-fiction texts are organised. Use the organisational features of non-fiction texts in their own reading and research. * Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts. |
| **Term 5 – Our Beautiful World**  Text Focus – Resistant (texts that deliberately resist easy meaning-making by readers such as poetry)  Little Badman and the Invasion of the Killer Aunties – Humza Arshad | **Comprehension (Focus Skill – Explain)**   * identifying how language, structure and presentation contribute to meaning * identifying themes and conventions in a wide range of books * discussing words and phrases that capture the reader’s interest and imagination * Read and identify the main points or gist of the text e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. * Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information. * Re-read sections of texts carefully to find ‘evidence’ to support their ideas about a text. * Identify typical story themes e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters’ feelings, behaviour and relationships change over a text. * Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem’s layout. * Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author. * Discuss authors’ choice of words and phrases that describe and create impact e.g. adjectives and expressive verbs. * Say why they prefer one text to another. Begin to identify why one non-fiction text is more useful than another, according to their purpose. * Notice how information is presented across a range of texts. * Discuss the language used to create significant aspects of a text e.g. opening, build up, atmosphere, and how a writer implies as well as tells. * Identify how different non-fiction texts are organised. Use the organisational features of non-fiction texts in their own reading and research. * Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts. |
| **Term 6 – Our Beautiful World**  Text Focus – Resistant (texts that deliberately resist easy meaning-making by readers such as poetry)  Alice in Wonderland – Lewis Carroll |  |