

Year 3 reading progression

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage



Striving for Excellence

	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn term	<ul style="list-style-type: none"> • 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 correspond 	<ul style="list-style-type: none"> • Ask questions to improve their understanding of a text • Use dictionaries to check the meaning of words that they have read • Use a range of known strategies appropriately to establish meaning in books that can be read independently 	<ul style="list-style-type: none"> • Show understanding of the main points drawn from one paragraph 	<ul style="list-style-type: none"> • Uses text features to locate information e.g. contents, indices, subheadings • Locate and retrieve information using skimming, scanning and text marking 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks • Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Draw plausible inferences, often supported through reference to the text 	<ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning • Discuss the effect of specific language on the reader 	<ul style="list-style-type: none"> • Read books that are structured in different ways and show some awareness of the various purposes for reading • Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of

	ences between spelling and sound, and where these occur in the word							<p>good over evil and magical devices in fairy stories/ folk tales</p> <ul style="list-style-type: none"> Identify and name presentation devices in non-fiction
Spring term		<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Show understanding of the main points drawn from more than one paragraph 	<ul style="list-style-type: none"> Begin to recognise fact and opinion 	<ul style="list-style-type: none"> Begin to use vocabulary from the text to support responses and explanations 	<ul style="list-style-type: none"> Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Justify inferences with evidence 	<ul style="list-style-type: none"> Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them 	<ul style="list-style-type: none"> Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally Can explore and discuss underlying themes and ideas
Summer term				<ul style="list-style-type: none"> Retrieve and record information from non-fiction Extract information and make notes 	<ul style="list-style-type: none"> Use specific vocabulary and ideas expressed in the text to support own views 		<ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing) 	

							National Curriculum)	
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As we move through the school year, each skill is revisited multiple times with increasing independence each time,