READING: Implementation and Progression Overview Counts in Year 3

A	B	C	D	E	F

Reading Curriculum and Curriculum

Science: Forces & Magnets / Rocks	Reading Breadth: Stories & Poetry -Different Forms	Geography: Mountains and Rivers	Reading Breadth: Fairy Stories & Poetry - Different Forms	History: Egyptians	Reading Breadth: Stories and Plays & Poetry - Different Forms

Word Reading

•Apply 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
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

Building on Previous Year and throughout Year 3 focus on:
•Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
•Participate in discussion about both books that are read to them and those they can read for themselves
•Use dictionaries to check the meaning of many unknown words that they have read
•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
•Increase their familiarity with a wide range of books and retell some of these orally

Build on Previous Year & Focus on:	**Build on Previous Term & Focus on:**	**Build on Previous Term & Focus on:**	**Build on Previous Term & Focus on:**	**Build on Previous Term & Focus on:**	**Build on Previous Term & Focus on:**
•Read a range of books that are structured in different ways and read for a range of purposes •Identify how language, structure and presentation contribute to meaning •Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context •Predict what might happen from details stated and some which are implied •Retrieve and record some information from non-fiction	• Increase their familiarity with a wide range of stories •Use dictionaries to check the meaning of many unknown words that they have read •Predict what might happen from details stated and some which are implied •Recognise some different forms of poetry [for example, free verse, narrative poetry] •Ask some questions to improve their understanding of a text •Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action	•Read a range of books that are structured in different ways and read for a range of purposes •Identify how language and structure contribute to meaning •Identify main ideas drawn from more than one paragraph and summarise these •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Retrieve and record some information from non-fiction	•Increase their familiarity with a wide range of books, including fairy stories •Identify simple themes and conventions in an increasing range of books •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Recognise some different forms of poetry [for example, free verse, narrative poetry] •Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action	•Read a range of books that are structured in different ways and read for a range of purposes •Identify simple themes and conventions in an increasing range of books •Discuss some words and phrases that capture the reader's interest and imagination •Identify how language and structure contribute to meaning •Retrieve and record some information from non-fiction	• Increase their familiarity with a wide range of books •Identify simple themes and conventions in an increasing range of books •Discuss some words and phrases that capture the reader's interest and imagination •Recognise some different forms of poetry [for example, free verse, narrative poetry] •Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action

Skills and Strategies

•Building on phonics subject skills and knowledge
•Connect prior knowledge with context
•Locate and discuss words and pre taught vocabulary to find out what the text is about
•Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context
•Read a range of texts with increasing accuracy and fluency
•Develop fluency and enthusiasm for reading and read widely and frequently

•Develop views about what is read with support •Develop positive attitudes to reading and understanding of what is read					

Build on Previous Year & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:
•Recognise and read *many Year 3&4 Word* List words •Read aloud using punctuation to aid expression including speech •Self-correction, including re-reading and reading ahead •Skim to gain an overview of a text, e.g. topic, purpose •Identify different purposes of texts, *e.g. to inform, instruct, explain* •Read short information texts independently with concentration	•Recognise and read *many Year 3&4 W*ord List words •Read aloud using punctuation to aid expression including speech •Self-correction, including re-reading and reading ahead	•Recognise and read *most Year 3&4 W*ord List words •Skim to gain an overview of a text, e.g. topic, purpose •Identify how texts are organised, *e.g. lists, numbered points, diagrams with arrows, tables and bullet points* •Look for specific information in texts using contents, indexes, glossaries, dictionaries •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information •Re-reading sentences for clarity	•Recognise and read *most Year 3&4 Word* List words •Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks *and* intonation •Re-reading sentences for clarity	•Recognise and read *all Year 3&4 Word* List words with automaticity •Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts* •Skim to gain an overview of a text, e.g. topic, purpose •Look for specific information in texts using contents, indexes, glossaries, dictionaries	•Recognise and read *all Year 3&4 Word* List words with automaticity •Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks *and* intonation

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2d make inferences from the text / explain and justify inferences with evidence from the text

	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:
2e predict what might happen from details stated and implied **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2a** give / explain the meaning of words in context **2b** retrieve and record information / identify key details from fiction and non-fiction	**2e** predict what might happen from details stated and implied **2a** give / explain the meaning of words in context	**2c** summarise main ideas from more than one paragraph **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2d** make inferences from the text / explain and justify inferences with evidence from the text	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2h** make comparisons within the text	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2h** make comparisons within the text **2g** identify / explain how meaning is enhanced through choice of words and phrases	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2h** make comparisons within the text **2g** identify / explain how meaning is enhanced through choice of words and phrases

Reading Terminology for Pupils

Building on Previous Year and throughout Year 3 focus on:

root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present