

## Reading Progression – Year 3

Aspect of Reading	National Curriculum	Autumn Term	Spring Term	Summer Term	Greater Depth?
	<b><i>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</i></b>	Can sometimes apply their knowledge of morphemes to read aloud and attempt to make sense of new words they meet	Can usually apply their knowledge of morphemes to read aloud and attempt to make sense of new words they meet	Can independently apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words: <b><i>e.g. uses knowledge of 'forget' to read and understand forgotten, forgetful, unforgettable, forgetfulness</i></b>	Can read aloud and accurately and make sense of new words with confidence.
<b>Decoding</b>	<b><i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</i></b>	Able to learn and read some exception words with support.	Can read some exception words independently.	Can read further exception words with unusual correspondences between spelling and sound: <b><i>e.g. calendar, grammar, guide, heart, naughty, strength</i></b>	Can read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word
	<b><i>Understand what they read, in books they can read independently, by: <b>checking that the text makes sense</b></i></b>	With support, can sometimes monitor reading of age-appropriate texts for	Can sometimes monitor reading of age-appropriate texts for sense and self-correct	Can usually independently monitor reading of age-appropriate texts for sense, self-correcting if they have	Can almost always monitor reading of age-appropriate texts for sense and self-correct when they misread.

	<b><i>to them, discussing their understanding and explaining the meaning of words in context</i></b>	sense and self-correct when they misread. They can sometimes explain how the same word can have different meanings in different contexts.	when they misread and can sometimes explain how the same word can have different meanings in different contexts.	misread and discussing the meaning of new or unusual words in context: e.g. foul (filthy) and foul in sport, foul play in crime.	Can often explain how words can have different meanings in different contexts, identifying a word from their reading and giving alternative meanings for it.
<b>Understanding and Comprehension</b>	<b><i>Retrieve and record information from non-fiction</i></b>	With support, can sometimes identify questions to be answered beforehand and use the specific features of <b>age-appropriate non-fiction texts</b> on paper and on screen to answer them. Sometimes records information in a form that can be easily retrieved.	Can sometimes identify questions to be answered beforehand and use the specific features of non-fiction texts on paper and on screen to answer them. Sometimes records information in a form that can be easily retrieved.	Can usually identify questions to be answered beforehand and use the specific features of non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved: <b><i>e.g. uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L).</i></b>	Can almost always identify questions to be answered beforehand and use the specific features of non-fiction texts on paper and on screen to answer them. Almost always records information in a form that can be easily retrieved
	<i>Develop positive attitudes to reading and understanding of what they read by: <b>reading books that are structured in different ways and reading for a range of purposes.</b></i>	With support, can read a range of books that are structured in different ways and for a range of purposes.	With increasing independence, can read a range of books that are structured in different ways and for a range of purposes.	Can independently read books that are structured differently for a range of purposes. Show some awareness of the various purposes for reading: e.g. reference books for information, novels and poetry for pleasure.	Can confidently read a range of books for a range of purposes.
	<i>Develop positive attitudes to reading and understanding of what they read by: <b>using dictionaries to check the meaning of words that they have read</b></i>	With prompting, can sometimes use a dictionary to check the meaning of words they have read.	Can usually use a dictionary to check the meaning of words they have read.	Can independently use a dictionary independently to check the meaning of words they have read: e.g. reaches for the dictionary when encountering a new word	Can routinely and efficiently use a dictionary to check the meaning of new words they encounter.

<b>Understanding and Comprehension</b>				rather than guessing or immediately asking an adult.	
	<i>Understand what they read, in books they can read independently, by: <b>asking questions to improve their understanding of a text</b></i>	With prompting, can sometimes ask themselves questions to improve their understanding when independently reading an age-appropriate texts.	Can sometimes ask themselves questions to improve their understanding when independently reading an age-appropriate texts.	Can usually ask themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. I wonder how Tom knew what the rules of all the games were?	Can almost always ask themselves questions to improve their understanding when independently reading an age-appropriate texts.
	<i>Develop positive attitudes to reading and understanding of what they read by: <b>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</b></i>	With support, can recall and retell the basic plot of some age-appropriate fairy stories, myths and legends.	Can usually recall and retell the basic plot of some age-appropriate fairy stories, myths and legends.	Can independently demonstrate their familiarity with a wide range of age-appropriate books retelling some of these orally.	Can confidently retell age-appropriate stories from an increasingly wide range of age-appropriate books.
<b>Deduction, inference and interpretation.</b>	<i>Understand what they read, in books they can read independently, by: <b>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b></i>	With support, can draw straightforward inferences from their independent reading and is beginning to explain thinking, returning to text to support opinions when prompted.	Beginning to draw inferences from their independent reading, which are often correct but not always fully supported by reference to the text.	Usually able to draw inferences from their independent reading, which are often correct but not always fully supported by reference to the text.	Can almost always confidently draw inferences from their independent reading and justify opinions with evidence from the text.
	<i>Understand what they read, in books they can read independently, by: <b>predicting what might happen from details stated and implied</b></i>	With support, can sometimes read 'between the lines' and draw on their experience of similar texts to predict what might happen next, sometimes identifying	Can sometimes read 'between the lines' and draw on their experience of similar texts to predict what might happen next, sometimes identifying	Can usually read 'between the lines' and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.	Can almost always read 'between the lines' and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader.

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<b>Use of language</b>	<i>Develop positive attitudes to reading and understanding of what they read by: <b>discussing words and phrases that capture the reader's interest and imagination</b></i>	With support, can sometimes identify words or phrases that interest, inspire or intrigue them from their reading and sometimes say why.	Can sometimes identify words or phrases that interest, inspire or intrigue them from their reading and sometimes say why.	Can usually identify words or phrases that interest, inspire or intrigue them from their reading and usually say why.	Can almost always identify words or phrases that interest, inspire or intrigue them from their reading and almost always say why.
<b>Use of language</b>	<i>Understand what they read, in books they can read independently, by: <b>identifying how language, structure, and presentation contribute to meaning</b></i>	With support, can identify distinctive language, structural and presentational features and sometimes demonstrate their understanding of how these help the reader draw meaning from the text.	Can identify distinctive language, structural and presentational features and sometimes demonstrate their understanding of how these help the reader draw meaning from the text.	Can usually identify distinctive language, structural and presentational features and usually demonstrate their understanding of how these help the reader draw meaning from the text.	Can almost always identify distinctive language, structural and presentational features and almost always demonstrate their understanding of how these help the reader draw meaning from the text.
<b>Authorial Intent, purposes and effect of the text on the reader</b>	<i>Develop positive attitudes to reading and understanding of what they read by: <b>identifying and discussing themes and conventions in *and across* a wide range of writing</b></i>	With support, can sometimes recognise and discuss some key themes and conventions in a range of age-appropriate books.	Can usually recognise and discuss some key themes and conventions in a range of age-appropriate books.	Can identify and discuss themes and conventions in a wide range of age-appropriate books: e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. In non-fiction, pupil can identify presentational devices e.g. numbering and headings	Can confidently identify and discuss themes and conventions in a wide range of age-appropriate books.
	<i>Understand what they read, in books they can read independently, by: <b>identifying main ideas</b></i>	With support, can recognise the main ideas in paragraphs and can	Can recognise the main ideas in paragraphs and can sometimes	Can identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two	Can almost always identify the main ideas in paragraphs and can

	<b><i>drawn from more than one paragraph and summarising these</i></b>	sometimes summarise the content of these.	summarise the content of these.	sentences using key vocabulary from the text.	routinely summarise the content of these.
<b>Performance and Poetry</b>	<i>Develop positive attitudes to reading and understanding of what they read by: <b>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</b></i>	With support, can read aloud and perform poems and play scripts with some understanding of intonation, tone, volume and action.	Can usually read aloud and perform poems and play scripts with some understanding of intonation, tone, volume and action.	Can independently read aloud and perform poems and play scripts, showing their understanding of intonation, tone, volume and action. Able to re-read, rehearse and perform to show some understanding of the meaning of these texts.	Demonstrates enthusiasm to prepare and perform poems and play scripts and shows understanding through appropriate intonation, tone, volume and action.
<b>Performance and Poetry</b>	<i>Develop positive attitudes to reading and understanding of what they read by: <b>recognising some different forms of poetry, (e.g. free verse, narrative poetry )</b></i>	With support, can recognise some different forms of poetry.	Can usually recognise different forms of poetry.	Can identify and name some different forms of poetry: e.g. free verse, narrative poetry.	Can confidently identify and name some different forms of poetry and name them.
<b>Wider range of reading (including familiarity with texts)</b>	<i>Develop positive attitudes to reading and understanding of what they read by: <b>listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</b></i>	Can listen attentively and sometimes respond with relevant comments to a range of fiction and non-fiction.	Can listen attentively and often respond with relevant comments to a range of fiction and non-fiction.	Can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences.	Can listen to a range of fiction and nonfiction including unfamiliar texts and whole books.
	<i>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</i>	With support, can sometimes discuss their reading in groups and whole class, following agreed class rules for group talk (turn taking and listening).	Can sometimes discuss their reading in groups and whole class, following agreed class rules for group talk (turn taking and listening).	can usually discuss their reading in groups and whole class, following agreed class rules for group talk (turn taking and listening): e.g. takes part in whole-class discussions after a shared read and participates in	Can almost always discuss their reading in groups and whole class, following agreed class rules for group talk (turn taking and listening).

				guided reading sessions, building on what others say, challenging others courteously and being challenged and responding appropriately in turn	
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