

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					
<ul style="list-style-type: none"> •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					
<p>Building on Previous Year and throughout Year 3 focus on:</p> <ul style="list-style-type: none"> •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 					
<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •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 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •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 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •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 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •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 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •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 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •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					
<ul style="list-style-type: none"> •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 fluent and enthusiasm for reading and read widely and frequently 					

Deleted: Poetry:

Deleted: Poetry:

Deleted: Poetry:

- 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: <ul style="list-style-type: none"> •Recognise and read <i>many Year 3&4 Word List</i> 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. <i>to inform, instruct, explain</i> •Read short information texts independently with concentration 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>many Year 3&4 Word List</i> words •Read aloud using punctuation to aid expression including speech •Self-correction, including re-reading and reading ahead 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>most Year 3&4 Word List</i> words •Skim to gain an overview of a text, e.g. topic, purpose •Identify how texts are organised, e.g. <i>lists, numbered points, diagrams with arrows, tables and bullet points</i> •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 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>most Year 3&4 Word List</i> words •Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation •Re-reading sentences for clarity 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>all Year 3&4 Word List</i> words with automaticity •Enhance understanding in information text through, e.g. <i>illustration, photographs, diagrams and charts</i> •Skim to gain an overview of a text, e.g. topic, purpose •Look for specific information in texts using contents, indexes, glossaries, dictionaries 	Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>all Year 3&4 Word List</i> words with automaticity •Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks <i>and</i> 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

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	Build on Previous Term & Focus on: 2e predict what might happen from details stated and implied 2a give / explain the meaning of words in context	Build on Previous Term & Focus on: 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	Build on Previous Term & Focus on: 2d make inferences from the text / explain and justify inferences with evidence from the text 2h make comparisons within the text	Build on Previous Term & Focus on: 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	Build on Previous Term & Focus on: 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