

Year 3 Reading Progression

	End of Y2	3.1	3.2	3.3
<u>Reading word</u>				
By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.				
Homophones whether weather ball bawl not knot plain plane no know write right wear where meet meat great grate bear bare break brake week weak	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Children can read accurately by blending the sounds in words that contain the graphemes taught, and can competently recognise alternative sounds for known graphemes	whether weather ball bawl not knot plain plane	no know write right wear where meet meat great grate bear bare break brake week weak	Consolidate homophones. Apply to all contexts of the curriculum.
prefixes (dis-, in-, im-, re-, anti-, super-, sub-)	Children read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes ing, es, ed, ment, less, er, est, y, ness, ful	Prefixes Meaning of and adding prefixes dis- and in- Meaning of and adding im- to root words beginning with m or p	Meaning of and adding the prefix re- Meaning of and adding prefix anti- Meaning of and adding prefix super- Meaning of and adding prefix sub-	Consolidate prior learning. Children can apply to all contexts of curriculum.

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<p>Adding the suffix -ous Adding suffix -ly to adjectives to form adverbs Words ending in -ture Adding -ation to verbs to form nouns. Adding suffix -tion to root words ending in t or te. Adding the suffix -ian to root words ending c or cs. Adding suffixes beginning with vowel letters to words of more than one syllable and use this to help work out meaning when reading aloud</p>	<p>Children competently read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Children read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>	<p>Adding the suffix -ous Adding suffix -ly to adjectives to form adverbs Words ending in -ture Adding -ation to verbs to form nouns.</p>	<p>Adding suffix -tion to root words ending in t or te. Adding the suffix -ian to root words ending c or cs.</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p>
<p>Words with c sound spelt ch Words with sh sound spelt ch The short i sound spelt y</p> <p>Year 3/4 spelling list</p>		<p>Words with c sound spelt ch Words with sh sound spelt ch</p> <p>Year 3/4 spelling list Answer, Island, February, Length, Strength, Business, Address, Breath, Breathe, Grammar, Heard, Natural, Caught, Consider, Disappear, Earth, Guard, Position, Increase, Mention, Probably, Quarter, Straight, Thought, Woman/women</p>	<p>The short i sound spelt y</p> <p>Year 3/4 spelling list Centre, Circle, Experiment, Forward(s), Guide, Height, Weight, Eight/eighth, Favourite, Fruit, Group, Heart, Learn, Century, Difficult, Library, Notice, Potatoes, Recent, Often, Peculiar, Regular, Remember, Strange, Therefore</p>	<p>Revisit and consolidate</p>
	End of Y2	3.1	3.2	3.3
<p><u>Comprehension</u> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>				
<p>Begin to develop positive attitudes to reading and understanding of what they read by:</p>				

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<p>KPI listening to and begin to discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>NB with the necessary genres planned for</p>	<p>Listen and begin to discuss a wide range of age appropriate fiction, poetry, plays and non-fiction with support.</p>	<p>Listen and discuss a wide range of age appropriate fiction, poetry, plays and non-fiction with support.</p>	<p>Listen and discuss a wide range of age appropriate fiction, poetry, plays and non-fiction with support.</p>
<p>begin to read books that are structured in different ways and reading for a range of purposes</p>	<p>Confident in age appropriate books - discussing the sequence of events in books and how items of information are related</p>	<p>Confident age appropriate books structured in different ways and reading for a range of purposes</p>	<p>Confident age appropriate books structured in different ways and reading for a range of purposes</p>	<p>Confident age appropriate books structured in different ways and reading for a range of purposes</p>
<p>start using dictionaries to check the meaning of words that they have read</p>		<p>Understand that there are four sections in the dictionary. Find m as middle etc.</p>	<p>Use knowledge of alphabet to support locating of words efficiently.</p>	<p>Begin to use the first two or three letters of a word to check its spelling in a dictionary</p>
<p>increasing their familiarity with a wide range of books, including fairy stories, <u>myths and legends</u>, and <u>begin briefly retelling some of these orally</u></p>	<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales at: book band or appropriate technical level</p>	<p>increase their familiarity with a wide range of books, including fairy stories, <u>myths and legends</u> in white</p>	<p>Beginning to increasing their familiarity with a wide range of lime books, including fairy stories, <u>myths and legends</u></p>	<p>Confident in lime beginning to access brown increasing their familiarity with a wide range of books, including fairy stories, <u>myths and legends</u> book band or appropriate technical level</p> <p>and begin briefly retelling some of these orally</p>
<p>KPI start recognising themes and conventions in a wide range of books</p>		<p>start recognising themes and conventions in a wide range of books with support.</p>	<p>start recognising themes and conventions in a wide range of books with increasing independence.</p>	<p>start recognising themes and conventions in a wide range of books independently.</p>

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<p>KPI preparing poems and play scripts to read aloud and to perform, beginning to use good intonation, tone, volume and action</p> <p>Reading stories with intonation and relevant expression</p>	<p>Poems learned by heart, appreciate these and recite some with appropriate intonation to make the meaning clear</p>	<p>prepare poems and play scripts to read aloud</p> <p>Reading stories with intonation and relevant expression</p>	<p>preparing poems and play scripts to read aloud and to perform, beginning to use good intonation</p> <p>Reading stories with intonation and relevant expression</p>	<p>preparing poems and play scripts to read aloud and to perform, beginning to use good intonation, tone, volume and action</p> <p>Reading stories with intonation and relevant expression</p>
<p>start discussing words and phrases that capture the reader's interest and imagination</p>	<p>Discuss their favourite words and phrases</p>	<p>Begin to pick out words and phrases that capture their interest and imagination</p>	<p>Pick out words and phrases and discuss reasons for their choices</p>	<p>start discussing words and phrases that capture the reader's interest and imagination</p>
<p>read some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>Continue to build upon a range of poems learnt by heart, appreciate these and recite some with appropriate intonation to make the meaning clear</p>	<p>Read some different forms of poetry...</p>	<p>Read some different forms of poetry...</p>	<p>Read some different forms of poetry...</p>
<p>Understand what they read in books they can read independently by:</p>				
<p>KPI begin to check that the text makes sense to them, begin to discussing their understanding and begin to explaining the meaning of words in context</p>	<p>begin to check that the text makes sense to them, begin to discussing their understanding and begin to explaining the meaning of words in context</p>	<p>begin to check that the text makes sense to them, begin to discussing their understanding and begin to explaining the meaning of words in context</p>	<p>With increasing independence, check that the text makes sense to them, With increasing independence discuss their understanding and begin to explaining the meaning of words in context</p>	<p>Independently check that the text makes sense to them, Independently discuss their understanding and with increasing independence, explain the meaning of words in context</p>
<p>start asking questions to improve their understanding of a text</p>	<p>In age appropriate texts asking questions to improve their understanding</p>	<p>With support, begin asking questions in age appropriate texts to improve their understanding.</p>	<p>With increasing independence, ask questions when reading to improve understand the text</p>	<p>Independently ask questions when reading to improve understand the text</p>
<p>begin drawing inferences such as inferring characters' feelings, thoughts and motives from their</p>	<p>I begin to justify simple inferences using evidence from the text (PEE technique)</p>	<p>I can use clues to identify a character's feelings..</p>	<p>I can use clues to identify a characters feelings, thoughts and motives.</p>	<p>I can make simple inferences from the information being read.</p>

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actions, and start justifying inferences with evidence				
make some predictions what might happen from details stated and implied	I make predictions referring to the text	I can predict what a book may be about by skim reading the title, contents and illustrations	I can make sensible predictions based on the information in the text.	I can make predictions of what may happen based on details stated in the text.
KPI identifying main ideas drawn from one paragraph	I can identify main ideas drawn from a long, detailed paragraph.	I can recognise a paragraph	I know how paragraphs are used to organise ideas	I can find the main idea in a short paragraph.
KPI commenting upon language, structure, and presentation features and how they contribute to meaning	Language - I can make comments on the effect of the language used	Language - I can talk about how the words chosen can affect meaning e.g. adverbs Structure and presentation - Read fiction books structured in different ways Identify headings and subheadings	Language - I can find examples of words which affects the meaning e.g. preposition Structure and presentation - I can compare the layouts of different stories linked to appropriate text. Begin to explain how headings and subheading contribute to meaning	Language - I can find and talk about the vocabulary the author has used e.g. present perfect tense Structure and presentation - I can compare the layouts of different stories linked to appropriate text. Identify and explain the use of headings and subheadings, photographs, captions glossary, contents and index of non-fiction texts
KPI begin to retrieve and record information from non-fiction	I can use contents, glossary and index to find and record information	I can find a given word in a paragraph	I can scan a page for a word/phrase	I can find and copy a word/phrase from a given short text

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participate in discussion about both books that are read to them and those they can read for themselves	I can participate in a discussion and refer to the text	I can answer simple questions about a text I have had read to me	I can answer simple questions about a book I have read	I can discuss texts with a small group/in a class
KPI Cognitive Domain - comprehension skills Ability to answer questions in the 5 key cognitive areas		Able to answer question level 2/3 difficultly questions on an appropriate text matched to their technical ability. Or when text is accessed by the teacher from the representative book selection, children are able to answer level 2/3 question Children who are able to answer level 4 type questions are above = above in this area Children able to answer level 1 type questions = below level in this area		
		18 objectives 9 KPI's covered	18 objectives 9 KPI's covered	18 objectives 9 KPI's covered

ASSIGNING A JUDGEMENT AT EACH ASSESSMENT POINT IN YEAR 3

	Working Towards Expected Level	At Expected Level	Working Beyond Expected Level
Assessment Point 1	Below expected →	Reading age appropriate texts ALL KPI's plus 85% of 9 remaining 3.1 objectives = 7 further objectives Working at cognitive domain 2 or 3	Reading age appropriate texts ALL KPI's plus 85% of 9 remaining objectives = 7 further objectives AND Working at cognitive domain 4
Assessment Point 2	Below expected →	Reading age appropriate texts ALL KPI's plus 85% of 9 remaining 3.2 objectives = 7 further objectives Working at cognitive domain 2 or 3	Reading age appropriate texts ALL KPI's plus 85% of 9 remaining objectives = 7 further objectives AND Working at cognitive domain 4

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Assessment Point 3	Below expected →	Reading age appropriate texts ALL KPI's plus 85% of 9 remaining 3.3 objectives = 7 further objectives AND ALL of 3.1 met Working at cognitive domain 2 or 3	Reading age appropriate texts ALL KPI's plus 85% of 9 remaining objectives = 7 further objectives AND All 3.2 met Working at cognitive domain 4
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END OF YEAR 3 ASSESSMENT

	Below expected	At expected	Above expected
Letters and Sounds	Working below year 3 words and spellings	Able to read all key words and spellings patterns from term 1,2 and 3 of year 3	Competent to read all key words and spellings patterns from term 1,2 and 3 of year 3 Able to read the majority of year 3/4 key words all able to read some key spellings for year 4
Reading band	Reading texts below age appropriate level.	Reading text at age appropriate level.	Reading text at age appropriate level.
Cognitive understanding	When reading books... Independently and able to answer cognitive level 1 questions independently both orally and written When sharing text, able to answer level 1 cognitive questions and beginning to answer level 2 with support	When reading books... Independently and able to answer cognitive level 1 and 2 questions independently Competent to record answers to questions levels 1 and 2 independently Able to answer level 3 cognitive questions verbally/written	When reading books... Independent and competent to answer cognitive level 1, 2 and 3 questions independently both orally and written Able to answer level 4 questions written

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		<p>When orally sharing text, able to answer cognitive questions at level 1, 2 and 3</p> <p>Beginning to answer level 4 with some support</p>	
<p>Cognitive + Technical =</p>	<p>If a child is reading below age appropriate texts but answering cognitive domain level 2/3 = BELOW</p> <p>If a child is reading age appropriate texts but are only answering cognitive domain level 1 = BELOW</p> <p>If a child is reading age appropriate texts and answering cognitive domain level 2/3 = AT EXPECTED</p> <p>If a child is reading age appropriate texts and answering cognitive domain level 2/3 = AT EXPECTED</p> <p>If a child is reading age appropriate texts and answering cognitive domain level 4 = MASTERY</p>		