

Skills and Knowledge Progression

Reading: Year 3



The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 are similar: *the complexity of the text increases the level of challenge.*

Standard	Working at the expected standard (emerging, developing, secure)	Working at greater depth within the expected standard
Word reading	<ol 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 correspondences between spelling and sound, and where these occur in the word. 	
Discussions about books	<ol style="list-style-type: none"> 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 listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ol style="list-style-type: none"> pupils can discuss book in detail and offer their own opinions on details that are not explicitly explained pupils can use quotes and references from the text to explain their answers orally
2a. vocabulary and understanding	<ol style="list-style-type: none"> check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context use dictionaries to check the meaning of words that they have read discuss words and phrases that capture the reader's interest and imagination ask questions to improve their understanding of a text 	<ol style="list-style-type: none"> check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <p>Requires pupils to locate the answer <u>within a paragraph or across the whole page.</u> Knowledge of complex word meanings and subject-specific technical language is required.</p>
2b. key aspects and events	<ol style="list-style-type: none"> retrieve and record information from non-fiction 	<ol style="list-style-type: none"> retrieve and record information from non-fiction <p>Pupils attempt to find two answers/points rather than just one</p>
2c. identification of main themes	<ol style="list-style-type: none"> identify themes and conventions in a wide range of books identify main ideas drawn from more than one paragraph and summarising these 	

2d. inferences	1. draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence				1. draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Explanations are detailed, using evidence from the text
2e. predictions	1. predict what might happen from details stated and implied				1. predict what might happen from details stated and implied
2f. sequences					
2g. language, structure and presentation	1. recognising some different forms of poetry [for example, free verse, narrative poetry] 2. identifying how language, structure, and presentation contribute to meaning				1. identifying how language, structure, and presentation contribute to meaning