

Progression of Reading Skills
Year 3

	T1	T2	T3	T4	T5	T6
Topic	Stone Age	Adventure and Mystery The World/Earth	Adventure and Mystery Bronze Age to Iron Age	Romans	Volcanoes	Comparing Faversham to the Mediterranean
KEY TEXTS: Fiction Non-fiction Poetry	<p>Fiction: Stone Age Boy - Satoshi Kitamura</p> <p>How To Wash A Woolly Mammoth - Michelle Robinson and Kate Hindley</p> <p>Non-Fiction: Information texts about the Stone Age</p>	<p>Fiction: The Chronicles of Narnia: The Lion the Witch and the Wardrobe - C.S. Lewis</p> <p>Non-Fiction: Atlas</p>	<p>Fiction: Ignis – Gina Wilson</p> <p>Beast Quest: Ferno – Adam Blade</p>	<p>Fiction: Roman Diary: Journey of Iliona, a young slave – Richard Platt</p> <p>Non-Fiction: Range of texts about the Roman Empire</p>	<p>Fiction: Escape from Pompeii – Christina Balit</p> <p>Non-Fiction: Everything Volcanoes and Earthquakes - National Geographic Kids</p> <p>Poetry: The Volcano - Judy Billcliff</p>	<p>Fiction: Escape from Pompeii</p> <p>Non-Fiction: Various non-fiction texts</p>

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Subsidiary Texts	<p>Three Little Wolves and the Big Bad Pig – Eugene Trivizas and Helen Oxenbury</p> <p>Stig of the Dump – Clive King</p> <p>The Secrets of Stonehenge - Mick Manning</p>	The Boy with the Bronze Axe	Prehistoric Britain: Skara Brae - Dawn Finch	<p>Thieves of Ostia - Caroline Lawrence</p> <p>Rotten Romans - Terry Deary</p>	The Street Beneath My Feet – Charlotte Guillain	Non-fiction texts linked to Faversham and the Mediterranean

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Decode / Word-reading Phonics Common exception words	Consolidate from Year 2: <ul style="list-style-type: none"> continue to apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent. recognise alternative sounds for graphemes, including words of two or more syllables which contain those graphemes. read many common exception words in the Yr2 POS. apply growing knowledge of root words, prefixes and suffixes. 	Introduce or practise: <ul style="list-style-type: none"> apply growing knowledge of root words, prefixes and suffixes. apply growing knowledge of morphology. read further exception words (some from Yr3-4 list). re-reading for clarity and understanding. 	Develop: <ul style="list-style-type: none"> apply growing knowledge of root words, prefixes and suffixes. apply growing knowledge of morphology. sight-read further exception words (some from Yr3-4 list). re-reading for clarity and understanding. 	Embed: <ul style="list-style-type: none"> apply growing knowledge of root words, prefixes and suffixes. apply growing knowledge of morphology. sight-read further exception words. (some from Yr3-4 list). re-reading for clarity and understanding. 	Embed: <ul style="list-style-type: none"> apply growing knowledge of root words, prefixes and suffixes. apply growing knowledge of morphology. sight-read further exception words. re-reading for clarity and understanding. 	Embed: <ul style="list-style-type: none"> apply growing knowledge of root words, prefixes and suffixes. apply growing knowledge of morphology. sight-read further exception words. re-reading for clarity and understanding.

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<p>Fluency and Phrasing Reading at 90% accuracy without overt segmenting and blending. Automaticity Phrasing</p> <p>Year 3 target: 110 wpm</p>	<p>Consolidate from Year 2:</p> <ul style="list-style-type: none"> continue to apply phonemic knowledge and skills until automatic decoding has become embedded. read unfamiliar words containing all common graphemes. sight-read many Yr2 common exception words. use expression appropriately to support the meaning of sentences, including those which use subordination. read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than decoding individual words. 	<p>Introduce or practise:</p> <ul style="list-style-type: none"> read unfamiliar words containing all common graphemes. sight-read all Yr2 common exception words and further CE words for Year 3-4. use expression appropriately to support the meaning of sentences, including those which use subordination. read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than decoding individual words. gradually internalise the reading process to read silently. recite poems or songs by heart, building confidence and fluency. 	<p>Develop:</p> <ul style="list-style-type: none"> read unfamiliar words containing all common graphemes. sight-read all Yr2 common exception words and further CE words for Year 3-4. use expression appropriately to support the meaning of sentences, including those which use subordination. read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than decoding individual words. gradually internalise the reading process to read silently. recite poems or songs by heart, building confidence and fluency. 	<p>Embed:</p> <ul style="list-style-type: none"> read unfamiliar words containing all common graphemes. sight-read all Yr2 common exception words and further CE words for Year 3-4. use expression appropriately to support the meaning of sentences, including those which use subordination. read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than decoding individual words. gradually internalise the reading process to read silently. recite poems or songs by heart, building confidence and fluency. 	<p>Embed:</p> <ul style="list-style-type: none"> read unfamiliar words containing all common graphemes. sight-read all Yr2 common exception words and further CE words for Year 3-4. use expression appropriately to support the meaning of sentences, including those which use subordination. read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than decoding individual words. gradually internalise the reading process to read silently. recite poems or songs by heart, building confidence and fluency. 	<p>Embed:</p> <ul style="list-style-type: none"> read unfamiliar words containing all common graphemes. sight-read all Yr2 common exception words and further CE words for Year 3-4. use expression appropriately to support the meaning of sentences, including those which use subordination. read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than decoding individual words. gradually internalise the reading process to read silently. recite poems or songs by heart, building confidence and fluency.

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Literal Understanding and Retrieval. Vocabulary Characters Settings Events Information Justify using text	Consolidate from Year 2: <ul style="list-style-type: none"> scan for key words in a short text to locate an answer. text mark key words in a question in order to choose what to look for e.g. What did the princess do first when she arrived at the castle? Key words: first, princess, castle. sometimes can find answers where the question word does not match the text word. navigate information texts by reading subheadings or visual clues. check the text makes sense as they read. 	Introduce or practise: <ul style="list-style-type: none"> learn the skill of skim and scan to locate information. retrieve facts and information where question words and text vary (where the literal answer is 'hidden' in the vocabulary used). scan for alternative synonyms and phrases. check the accuracy of what they are retrieving by reading around the words or phrases they find. ask questions which improve their own understanding. use contents page, indexes and sub-headings to locate information. begin to use quotations from the text. use dictionaries to check the meaning of words they have read. 	Develop: <ul style="list-style-type: none"> develop the skill of skim and scan to locate information. retrieve facts and information where question words and text vary (where the literal answer is 'hidden' in the vocabulary used). scan for alternative synonyms and phrases. check the accuracy of what they are retrieving by reading around the words or phrases they find. ask questions which improve their own understanding. use contents page, indexes and sub-headings to locate information. begin to use quotations from the text. use dictionaries to check the meaning of words they have read. 	Embed: <ul style="list-style-type: none"> embed the skill of skim and scan to locate information. retrieve facts and information where question words and text vary (where the literal answer is 'hidden' in the vocabulary used). scan for alternative synonyms and phrases. check the accuracy of what they are retrieving by reading around the words or phrases they find. ask questions which improve their own understanding. use contents page, indexes and sub-headings to locate information. begin to use quotations from the text. use dictionaries to check the meaning of words they have read. 	Embed: <ul style="list-style-type: none"> embed the skill of skim and scan to locate information. retrieve facts and information where question words and text vary (where the literal answer is 'hidden' in the vocabulary used). scan for alternative synonyms and phrases. check the accuracy of what they are retrieving by reading around the words or phrases they find. ask questions which improve their own understanding. use contents page, indexes and sub-headings to locate information. begin to use quotations from the text. use dictionaries to check the meaning of words they have read. 	Embed: <ul style="list-style-type: none"> embed the skill of skim and scan to locate information. retrieve facts and information where question words and text vary (where the literal answer is 'hidden' in the vocabulary used). scan for alternative synonyms and phrases. check the accuracy of what they are retrieving by reading around the words or phrases they find. ask questions which improve their own understanding. use contents page, indexes and sub-headings to locate information. begin to use quotations from the text. use dictionaries to check the meaning of words they have read.

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Inferential Understanding (higher order skills) Nuanced vocabulary Prediction Sequencing events Analysis Summary	Consolidate from Year 2: <ul style="list-style-type: none"> draw simple inferences, answering 'how' and 'why' questions which may reach beyond the text. guess the feelings of characters and the reasons for these feelings e.g. Why owl might be afraid of the dark. predict what might happen next on the basis of what has been read so far. sequence a series of events. understand cause and effect e.g. What has prompted a character's behaviour. discuss and clarify the meaning of words. 	Introduce or practise: <ul style="list-style-type: none"> with support, identify themes and main ideas across the text e.g. loyalty and treachery in The lion the Witch and the Wardrobe. Draw inferences from a character's feelings, thoughts and motives for their actions e.g. Why Edmund lied. Begin to justify inferences by locating textual evidence. predict what might happen from implied details or from other stories they know. use dictionaries to check meanings of new vocabulary. give a brief verbal summary of a story. 	Develop: <ul style="list-style-type: none"> with support, identify themes and main ideas across the text e.g. loyalty and treachery in The lion the Witch and the Wardrobe. Draw inferences from a character's feelings, thoughts and motives for their actions e.g. Why Edmund lied. Begin to justify inferences by locating textual evidence. predict what might happen from implied details or from other stories they know. use dictionaries to check meanings of new vocabulary. with support, talk about what words mean in context. give a brief verbal summary of a story. 	Embed: <ul style="list-style-type: none"> with support, identify themes and main ideas across the text. Draw inferences from a character's feelings, thoughts and motives for their actions. Begin to justify inferences by locating textual evidence. predict what might happen from implied details or from other stories they know. use dictionaries to check meanings of new vocabulary. with support, talk about what words mean in context. give a brief verbal summary of a story. 	Embed: <ul style="list-style-type: none"> identify themes and main ideas across the text. Draw inferences from a character's feelings, thoughts and motives for their actions. Begin to justify inferences by locating textual evidence. predict what might happen from implied details or from other stories they know. use dictionaries to check meanings of new vocabulary. with support, talk about what words mean in context. give a brief verbal summary of a story. 	Embed: <ul style="list-style-type: none"> identify themes and main ideas across the text. Draw inferences from a character's feelings, thoughts and motives for their actions. Begin to justify inferences by locating textual evidence. predict what might happen from implied details or from other stories they know. use dictionaries to check meanings of new vocabulary. with support, talk about what words mean in context. give a brief verbal summary of a story. teacher begins to model how to record summary writing.

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Respond to Text Effect of Vocabulary Explanation Evaluation Authorial Effect and Intent Comparing and Contrasting Discussion and Viewpoint	Consolidate from Year 2: <ul style="list-style-type: none"> develop pleasure in reading by listening to, discussing and expressing views about a wide range of texts. discuss favourite words and phrases. retell a known story orally. express preferences for text type. 	Introduce or practise: <ul style="list-style-type: none"> discuss features of a wide range of fiction, poetry, plays, non-fiction, and reference books. identify how language, structure and presentation contribute to meaning. recognise authorial choices and the purpose of these. explain responses to questions - How do you know? 	Develop: <ul style="list-style-type: none"> discuss features of a wide range of fiction, poetry, plays, non-fiction, and reference books. identify how language, structure and presentation contribute to meaning. recognise authorial choices and the purpose of these. explain responses to questions - How do you know? 	Embed: <ul style="list-style-type: none"> discuss features of a wide range of fiction, poetry, plays, non-fiction, and reference books. identify how language, structure and presentation contribute to meaning. recognise authorial choices and the purpose of these. explain responses to questions - How do you know? 	Embed: <ul style="list-style-type: none"> discuss features of a wide range of fiction, poetry, plays, non-fiction, and reference books. identify how language, structure and presentation contribute to meaning. recognise authorial choices and the purpose of these. explain responses to questions - How do you know? 	Embed: <ul style="list-style-type: none"> discuss features of a wide range of fiction, poetry, plays, non-fiction, and reference books. identify how language, structure and presentation contribute to meaning. recognise authorial choices and the purpose of these. explain responses to questions - How do you know?