

Year 3 Reading Progression

Reading Aloud	Word Reading	Vocabulary	Inference	Prediction	Explanation	Retrieval	Summarising
Orally retell whole stories/sections of stories linked to the Y3 range	Applying phonics (all children) Accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) <i>*vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.</i>	Identify and discuss the meaning of words in a fiction and non-fiction context	Draw inferences about characters' thoughts and actions	Predict what may happen based on both what has been stated (obvious) and implied	Express views and listen to the views of others based on a text.	Use skimming to locate main ideas in the text. Use scanning to locate pieces of information.	Summarise the main idea/s within a paragraph or section (fiction and non-fiction)
Discuss recurring literary language across poetry and narratives linked to age-appropriate texts and texts children read independently	For children who didn't make the required phonic standard by Y2 Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives (graphemes/word families) – guidance use AfL to target the particular sound or family required. <i>AfL: what do the children need to help them read fluently and understand?</i>	Use age appropriate dictionaries and thesauri to check the meanings of words	Justify inferences with a single piece of evidence from the text to support one specific point ^[SEP]	Predict what may happen based on both what has been stated (obvious) and implied	Express views and listen to the views of others based on a text.	Use contents and sub-headings to locate relevant information.	Identify the over-arching theme of a text
Recite poems by heart, using intonation, tone and volume to gain the interest ^[SEP] of the listener	Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation*	Identify words and phrases that contribute to the meaning of the text	Identify how the structure and presentation of texts* contributes to the ^[SEP] meaning *age-appropriate			Identify the structural conventions of non-fiction in relation to the text	Discuss their understanding of both texts they have read independently and those read to them.
Read aloud and perform texts, gaining the audience's interest in the characters and plot	Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception (word list) words	Identify and discuss the meaning of words in a fiction and non-fiction context	Draw inferences about characters' thoughts and actions			Identify the language conventions of non-fiction in relation to the text type	Summarise the main idea/s within a paragraph or section (fiction and non-fiction)
Orally retell whole stories/sections of stories linked to the Y3 range	Check that the text makes sense to them as they read and correct inaccurate reading					Make notes from one source to capture key information about a topic	
	Applying phonics (all children) Accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families)					Use skimming to locate main ideas in the text.	



	<i>*vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.</i>						Use scanning to locate pieces of information.	
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