

Chillerton and Rookley and Godshill Primary – Whole School Reading Progression (ARE)

Year 3

	Working towards	Expected	Greater Depths
Word Reading (Phonic Knowledge)	Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)	<ul style="list-style-type: none"> • Generally, reads fluently, decoding most new words outside everyday spoken language • Read longer words with support and test out different pronunciations using their phonic knowledge • Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti and auto (as listed in English Appendix 1) to begin to read aloud • Apply their growing knowledge of root words and suffixes/word endings including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1) to begin to read aloud • Use dictionaries to check the meaning of words they have read • Begin to read further Y3/4 exception words 	<p>Reads with fluency more challenging texts (including those beyond their chronological age)</p> <ul style="list-style-type: none"> • Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill and draw on a selection of strategies to decode new words • Understand the meaning of new words through contextual cues • Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently • Read further Y3/4 exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word

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Reading Comprehension	<p>Develop a positive attitude to reading and understand what they read • Self-correct where the sense of the text is lost • Begin to read with an awareness of the audience, using appropriate intonation and pace, when reading aloud • Demonstrate knowledge of a developing range of poetry, stories and non-fiction. Identify key aspects of a text read and play an active role when discussing texts. Share favourite words and phrases. • Discuss sequences of events in narratives and how information in a non-narrative text relates to one another. • Recognise simple recurring literary language in stories and poetry. • Use appropriate terminology when discussing texts e.g. plot, character, setting • Recognise and understand the different structures of non-fiction books that have been introduced. With support use a contents page. • Ask and answer questions appropriately, including simple</p>	<p>Develop a positive attitude to reading and understand what they read • Read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words • Read with an awareness of audience e.g. changes in intonation and pace • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading, re-reading and rehearsing a variety of texts • Read books that are structured in different ways for a range of purposes and participate in discussions about them • Identify conventions across familiar stories and recognise simple themes such as the triumph of good over evil in fairy stories and folk tales • Use appropriate terminology when discussing texts (plot, character, setting) • Discuss favourite words and phrases the author has used that capture the reader’s interest • Retrieve and record information</p>	<p>• Develop a positive attitude to reading and understand what they read • Read independently both aloud and silently. • When reading aloud, select a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience • Demonstrate experience of a broader range of genres, authors and texts from different periods in time. • Develop preferences within a wider range of texts, genres and authors and justify their preferences • Recognise and discuss some different forms of poetry e.g. free verse, narrative poetry • Use appropriate terminology when discussing texts (e.g. plot, character, setting). • Discuss vocabulary used by the author to create effect • Compare and contrast across texts, justifying identified similarities and differences. • Identify main ideas drawn from more than one paragraph and summarise these • Begin to identify how language,</p>

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	<p>inference based on what is said and done. • Make predictions about what may happen next and at the end of the story based on what has been read so far.</p>	<p>from non-fiction, using contents pages to locate information • Predict what might happen from details stated and implied. • Identify main ideas drawn from one paragraph • Draw simple inferences with evidence such as inferring characters' feelings • Participate in discussions about both books that are read to them and those they read themselves, asking and answering questions to improve their understanding of the text.</p>	<p>structure and presentation contribute to meaning • Show an awareness of other organisational devices that will help to locate and retrieve information from non-fiction. • Justify inferences, deductions and predictions with evidence from the text. • Use a dictionary to check the meaning of words they have read • Use all the organisational devices available within non-fiction text to retrieve, record and discuss information.</p>
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