Year 3 Reading Progression Document

Decoding & Reading Fluency

- I can use my **phonic knowledge** to decode quickly and accurately.
- I can apply my **growing knowledge of root words** and **prefixes**, including in-, im-, il-, ir-, dis-, mis-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.
- I can apply my growing **knowledge of root words** and **suffixes**/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.
- I can read **further exception words**, noting the unusual correspondences between spelling and sound
- I can attempt the pronunciation of **unfamiliar words** drawing on prior knowledge of similar looking words.
- I am starting to read **Y3/Y4** exception words.
- I can independently tell if my reading **makes sense**. I can **self-correct** when I misread and I can discuss the meaning of new or unusual words in context.

VOCABULARY, GRAMMAR & STRUCTURE- Authorial Choice

- Look at the **features** of fables, moralistic stories, dilemma stories & legends. **2b 2f 2h**
- I can the use appropriate **terminology** when discussing texts (plot, character, setting).
- I can discuss the choice of **words and their impact**, noticing how the poet creates 'sound effects' by using **alliteration, rhythm or rhyme** and creates pictures using similes. **2a, 2b, 2d,2g**
- I can identify where apostrophes of contraction have been used in speech to create realism. **2g**
- I can discuss how the author uses how adverbs to develop characters. **2a 2b 2d 2g**
- I can discuss how the author uses appropriate noun phrases and or similes to develop settings.**2a 2b 2d 2g**
- I can discuss how the author uses pronouns and sentence starters to avoid repetition.**2f 2g**
- I can discuss why the author has used rhetorical questions. **2b 2g**

RETRIEVAL, INFERENCE, PREDICTION, EXPLAIN, SUMMARISE & COMPARE

- I can **ask questions** to improve my understanding independently reading an age-appropriate text
- I can **independently show my familiarity** with a wide range of age-appropriate books retelling some of these orally.
- I can recognise, listen to and discuss **a wide range of** fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can, when reading an age-appropriate book, **recognise the main ideas** in paragraphs and can **summarise** the content of these using key vocabulary from the text. **2c**
- I can **ask and answer** questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. **2b 2d 2g**
- I can identify and discuss **key themes and conventions** in a wide range of age-appropriate books. **2f 2h**
- I can discuss my reading in **groups and with the whole class**, following agreed class rules for group talk.
- I can usually **read 'between the lines'** when reading an age-appropriate text. **2d**
- I can identify some of the **different purposes** for reading.
- I can use experience of similar texts **to predict** what might happen next, usually identifying clues the writer has planted for the reader **2e**
- I can **justify predictions using evidence** from the text. **2b 2e**
- I can **use a dictionary** to check the meaning of words.
- I can identify **presentational devices** in non-fiction books. **2f 2g 2h**
- I can use the **specific features of non-fiction texts** on paper and on screen to answer questions. **2b**
- I can identify **questions to be answered** beforehand when reading non-fiction texts.
- I can **retrieve and record information** from non- fiction texts. **2b**
- I can begin to use appropriate **intonation and volume** when reading aloud.
- I can **prepare and perform poems and play scripts** that show some awareness of the audience when reading aloud.

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