

Bishop's Primary Academy Reading Progression Framework - Year 3

| Year 3 | Word Reading | Comprehension |
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| Ongoing, in school provision and approaches | <ul style="list-style-type: none"> ❖ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ❖ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation | <ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ○ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ○ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • 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 |
| Phase 1 | <ul 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 <ul style="list-style-type: none"> ❖ Be able to read correctly the 200 HFW ❖ Use word class/function where possible to make distinctions of words that have been read e.g. there/where/here nouns of place ❖ Continue to read and understand root words and affixes (-ed, -ing, -ly, -er, -est, -ness, -ful) | <ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ○ Reading books that are structured in different ways and reading for a range of purposes <ul style="list-style-type: none"> ▪ Use features to locate information, e.g. contents; indices; subheadings ▪ Show some awareness of the various purposes for reading, e.g. reference books for information and novels or poetry for entertainment ○ Using dictionaries to check the meaning of words that they have read ○ Identifying themes and conventions in a wide range of books <ul style="list-style-type: none"> ▪ Make simple links to other known texts or personal experience ▪ Recognise themes and conventions in age-appropriate texts, such as the triumph of good over evil, the use of magical devices in fairy stories and folk tales, or the use of first person in diaries ▪ Identify presentational devices in non-fiction ○ Discussing words and phrases that capture the reader's interest and imagination <ul style="list-style-type: none"> ▪ Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them ○ Recognising some different forms of poetry [for example, free verse, narrative poetry] • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ○ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <ul style="list-style-type: none"> ▪ Read independently, using known strategies appropriately to establish meaning ▪ Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context ○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> ▪ Discuss the actions of characters ○ Predicting what might happen from details stated and implied <ul style="list-style-type: none"> ▪ Make plausible predictions based on knowledge of the text ○ Identifying how language, structure, and presentation contribute to meaning <ul style="list-style-type: none"> ▪ Identify specific language which contributes to the development of meaning • Retrieve and record information from non-fiction <ul style="list-style-type: none"> ▪ Locate information using skimming, scanning and text marking ▪ Begin to recognise fact and opinion |
| | <ul style="list-style-type: none"> ❖ Read longer words, testing out different pronunciations ❖ Attempt to match what they decode to words they may have already heard but may not have seen in print ❖ Read alternative graphemes for ay sound (vein, weigh, eight, neighbour, they, obey) ❖ Read and understand the different meanings of homophones e.g. accept/except, affect/effect ❖ Understand prefixes for opposites or negatives: un-, dis-, mis-, anti- ❖ Read y as I (Myth, gym, Egypt, pyramid, mystery) | <ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ Explore underlying themes and ideas ▪ Identify books set in different culture or historical setting ▪ Begin to relate texts to the wider world • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ▪ Begin to use vocabulary from the text to support responses and explanations ▪ Make, often, correct inferences but not always fully supported through reference to the text ▪ Make plausible predictions but not always fully supported through reference to the text ○ Identifying main ideas drawn from more than one paragraph and summarising these <ul style="list-style-type: none"> ▪ Show understanding of the main points drawn from more than one paragraph ▪ Discuss the effect specific language has on the reader • Retrieve and record information from non-fiction <ul style="list-style-type: none"> ▪ Extract information from the text and make notes using quotation and reference to the text |
| Phase 3 | <ul style="list-style-type: none"> ❖ Read alternative phonemes for ou grapheme (young, touch, double, trouble, country) ❖ Read words from compulsory Year 3/4 spelling list with unusual GPC e.g. answer, build, breath, breathe, believe, caught | <ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ Draw on growing knowledge of authors • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ▪ Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text ▪ Begin to discuss how language, structure and presentation help the reader to understand the text |