

# Twynning School

## Reading Progression: Year 3

<b>Year 3—Word Reading</b>	
<b>Phonics and decoding</b>	<ul style="list-style-type: none"> <li>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</li> <li>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</li> <li>To apply their 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.</li> </ul>
<b>Common Exception Words/ HFW</b>	<ul style="list-style-type: none"> <li>To read Y3/4 common exception words</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</li> </ul>
<b>Comprehension</b>	
<b>Understanding</b>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>Asking questions to improve their understanding of a text.</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>
<b>Connecting and becoming familiar with texts</b>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identifying themes and conventions in a wide range of books</li> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Participating 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</li> </ul>
<b>Non Fiction</b>	<ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction</li> </ul>
<b>Poetry and Performance</b>	<ul style="list-style-type: none"> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that they have read</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> </ul>

<b>Prediction</b>	<ul style="list-style-type: none"> <li>● To justify predictions using evidence from the text.</li> </ul>
<b>Explanation</b>	<ul style="list-style-type: none"> <li>● discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning</li> </ul>
<b>Retrieval</b>	<ul style="list-style-type: none"> <li>● To retrieve and record information from a fiction text.</li> </ul>
<b>Sequence/ Summarise</b>	<ul style="list-style-type: none"> <li>● identifying main ideas drawn from more than one paragraph and summarising these.</li> </ul>