



# St Barnabas CE Primary School

Preparing for a positive future, achieved through faith

## Year 3 Reading Knowledge and Skills Progression

<u>Word Reading</u>	
Phonics and Decoding	Fluency
<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>	<p><i>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 and additional support delivered for specific pupils who need to improve fluency.</i></p>
<p><b>Common Exception Words:</b> To begin to read Y3/Y4 exception words.</p>	

	Key Reading Skills	Suggested question stems for whole class reading
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Use dictionaries to check the meaning of words that they have read</li> <li>• Discuss words that capture the readers interest or imagination</li> <li>• Identify how language choices help build meaning</li> <li>• Find the meaning of new words using substitution within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>• Can you find this word in the dictionary?</li> <li>• By writing in this way, what effect has the author created?</li> <li>• What other words/phrases could the author have used here?</li> <li>• How has the author made you feel by writing...?</li> <li>• Which word tells you that...?</li> <li>• Find and highlight the word that is closest in meaning to...?</li> </ul>



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<b>Inference</b>	<ul style="list-style-type: none"> <li>• Children can infer characters' feelings, thoughts and motives from their stated actions.</li> <li>• Justify inferences by referencing a specific point in the text.</li> <li>• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>• Make inferences about actions or events</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think.... means?</li> <li>• Why do you think that?</li> <li>• Why do you think...? • How do you think....?</li> <li>• Can you explain why....?</li> <li>• What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...?</li> <li>• How does the description of ... show that they are...?</li> <li>• Who is telling the story?</li> <li>• Why has the character done this at this time?</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>• Justify predictions using evidence from the text.</li> <li>• Use relevant prior knowledge to make predictions and justify them.</li> <li>• Use details from the text to form further predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you think of another story with a similar theme?</li> <li>• Which stories have openings like this?</li> <li>• Do you think that this story will develop the same way?</li> <li>• Why did the author choose this setting? Will that influence the story?</li> <li>• What happened before this and what do you think will happen after?</li> <li>• Do you think the setting will have an impact on plot moving forward?</li> </ul>
<b>Explanation</b>	<ul style="list-style-type: none"> <li>• Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>• Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</li> <li>• Recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters?</li> <li>• Explain why... did that.</li> <li>• Describe different characters' reactions to the same event.</li> <li>• Is this as good as...?</li> <li>• Which is better and why?</li> <li>• Why do you think they chose to order the text in this way?</li> <li>• What is the purpose of this text and who do you think it was written for?</li> <li>• What is the author's viewpoint? How do you know?</li> <li>• How are these two sections in the text linked?</li> </ul>



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<b>Retrieval</b>	<ul style="list-style-type: none"> <li>• Use contents page and subheadings to locate information</li> <li>• Learn the skill of 'skim and scan' to retrieve details.</li> <li>• Begin to use quotations from the text.</li> <li>• Retrieve and record information from a fiction text.</li> <li>• Retrieve information from a non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>• Who are the characters in this text?</li> <li>• When / where is this story set? How do you know?</li> <li>• Which part of the story best describes the setting?</li> <li>• What do you think is happening here?</li> <li>• What might this mean?</li> <li>• How might I find the information quickly?</li> <li>• What can I use to help me navigate this book?</li> <li>• How would you describe the story?</li> <li>• Whose perspective is the story told from?</li> </ul>
<b>Summarising</b>	<ul style="list-style-type: none"> <li>• Identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>• Begin to distinguish between the important and less important information in a text.</li> <li>• Give a brief verbal summary of a story.</li> <li>• Teachers begin to model how to record summary writing.</li> <li>• Identify themes from a wide range of books</li> <li>• Make simple notes from one source of writing</li> </ul>	<ul style="list-style-type: none"> <li>• What is the main point in this paragraph?</li> <li>• Sum up what has happened so far in X words or less.</li> <li>• Which is the most important point in these paragraphs?</li> <li>• Do any sections/paragraphs deal with the same themes?</li> <li>• Have you noticed any similarities between this text and any others you have read?               <ul style="list-style-type: none"> <li>• What do I need to jot down to remember what I have read?</li> </ul> </li> </ul>