

Reading Progression of Skills Year 3

Decoding/ Word-reading 1500-2000 words	Inferential Reading	Fluency and Phrasing * 110 wpm	Literal Understanding & Retrieval	Response to Text
<ul style="list-style-type: none"> Children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet; read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. They should be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation. 	<p>Children learn to:</p> <ul style="list-style-type: none"> with support, identify themes across the text e.g. loyalty and treachery in <i>Lion, Witch, Wardrobe</i>; draw inferences such as characters' feelings, thoughts and motives for their actions e.g. why Edmund lied; begin to justify their inferences by locating textual evidence; predict what might happen from implied details or from other stories they know. In support of inference skills, children use dictionaries to check meanings of new vocabulary; with support they talk about what words mean in context. 	<ul style="list-style-type: none"> Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency; read age-appropriate books (e.g. lime book band) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words; read new words outside their spoken vocabulary, making a good guess at pronunciation; when reading aloud, speak audibly and with growing fluency; read on sight all Y2 CE words and some further exception words for Y3-4; gradually internalise the reading process to read silently. *Reading speeds are approximate guides to average words per minute; pace of reading is only one indicator of fluency. 	<ul style="list-style-type: none"> Children are becoming more familiar with retrieving facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used); they scan for alternative synonyms or phrases. They can: check the accuracy of what they are retrieving by reading around the words or phrases they find; locate and discuss words and phrases they find interesting ask questions which improve their own understanding. 	<ul style="list-style-type: none"> Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, <i>plays</i>, non-fiction and <i>reference/text</i> books; participate in discussion about texts, sometimes listening to others; increase their familiarity with texts including fairy stories, <i>myths and legends</i>; retell some of these orally; discuss words and phrases which capture their interest; begin to identify how language, structure and presentation contribute to meaning; may express preferences for text type