



William Martin Schools and Nursery & St James' Church of England Primary School



Year 3 Reading Progression

KPIs from Year 2 that will need to be covered in addition to the Year 3 curriculum:

Read most polysyllabic words, most common exception words and most words containing common suffixes.	Read most words accurately without overtly sounding out or blending.	Check that what they are reading makes sense to them and correct any inaccurate reading.	Explain what has happened so far; answer some questions and make some inferences.
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KPIs are written in **red**.

Assessment period	Year 3	
	Decoding and Fluency	Comprehension
Autumn	<p>Read words with prefixes un, dis</p> <p>Read some words from the statutory spelling list for yr 3</p> <p>Re-read a passage (2-3 sentences) with appropriate expression, pausing at full stops and re-starting after a capital letter.</p>	<p>Draw inferences such as the characters feelings, thoughts and motives from their actions. Justify inferences with evidence.</p> <p>Make links between the book they are reading and other books they have read, identifying themes and conventions in a range of books.</p>
Spring	<p>Read many words from the statutory spelling list for yr 3</p> <p>Read words with prefixes un, dis, mis, re</p> <p>Read words with suffixes: ly,</p> <p>Using intonation to indicate questions, exclamations and direct speech.</p>	<p>Summarise the main ideas from more than one paragraph.</p> <p>Discuss their understanding and explain the meaning of words in context (eg 'Joe was very particular about how he liked his chips' <i>What does the word 'particular' mean in this sentence? Give an alternative that could be used instead to give the same meaning</i>)</p>
Summer	<p>Read words with letter strings: -sure, sion,</p> <p>Read words with the following graphemes: y (myth), ch (chemist), ch (machine), gue (league), que (unique), ei/eigh/ey (weight)</p> <p>Read most words from the statutory spelling list for yr 3</p> <p>Re-read a passage, adopting an appropriate tone of voice to match the meaning of speech verbs etc</p>	<p>Retell a wide range of texts orally, including myths, fairy tales and legends.</p> <p>Make likely predictions about what might happen from details stated and implied</p> <p>Perform poems and playscripts, showing understanding with appropriate expression, tone, volume, action and intonation.</p> <p>Explain how simple organisational features (subheadings, captions, labels,</p>





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paragraphs), language and presentation contribute to meaning.

<p>Guidance for Assessing Comprehension</p>	<p>Comprehension skills will develop over time and through exposure to a wide range of texts. Therefore, at the end of each term you will need to review each pupil's achievements based upon the evidence you have from your English lessons and taught reading sessions. Use the following criteria as a guide for each term:</p> <p>Autumn: Pupil has made a good start towards achieving these objectives. They are able to demonstrate some of them independently and with increasing confidence.</p> <p>Spring: Pupil has continued to develop their comprehension skills successfully and is now able to demonstrate many of these objectives independently and with increasing confidence.</p> <p>Summer: Pupil is able to demonstrate all of the KPIs independently and has shown that they can apply these skills with some success in a test situation.</p>
<p>Guidance for Assessing Greater Depth</p>	<p>Pupils may be awarded greater depth if they confidently meet all of the criteria for decoding and fluency, and are reading texts at a higher level than would be age-related.</p> <p>They must also meet all of the Year 3 criteria for comprehension with increasing confidence and have demonstrated the ability to do this independently, in a test for example.</p>
<p>Sources of evidence</p>	<p><u>Decoding and Fluency</u> Are they reading age appropriate reading books? Individual reading test of focus words Strategies used in guided reading Hear children read individually Set children task of reading a passage to themselves and then ask them to re-read it to you</p> <p><u>Comprehension</u> Teach, model, practise then set pupils similar task ('test') based on same objective, different text. Use existing test material Guided/focused reading teaching sessions Discussions about class novel Individual conversations with pupils regarding their choices of reading book Pupils' contributions to English lessons</p>