

**Cold Harbour C of E Primary School - Reading Progression**  
**All children develop pleasure in reading and motivation to read.**

Year 3 Level 3	Book Band or Lexile Level	AF1 – use a range of strategies, including accurate decoding of text, to read for meaning	AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 – deduce, infer or interpret information, events or ideas from texts.	AF4 – identify and comment on the structure and organisation of texts, inc. grammatical and presentational features at text level.	AF5 – explain and comment on writer’s use of language, inc. grammatical and literary features at word and sentence level.	AF6 – identify and comment on writer’s purposes and viewpoints, and the overall effect of the text on the reader.	AF7 – relate texts to their social, cultural and historical traditions.
Year 3 Autumn 1 3b  Stig of the Dump	Lime  575-625	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• read with fluency, expression and pace becoming a natural part of the reading process, correcting errors and decoding unfamiliar words almost effortlessly. *begin to read to self without support</li> </ul>	<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>• identifying main ideas drawn from one paragraph and summarising</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• listening to, discussing and identify features of a wide range of fiction, poetry and plays</li> <li>• know and explain how different genres of books are structured in different ways and that we read for a range of purposes.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• identifying themes and conventions in a wide range of books</li> <li>• discussing words and phrases that capture the reader’s interest and imagination e.g. how does the author make you want to carry on reading?</li> </ul>		
Year 3 Autumn 2 3b+  Stig of the Dump/	Lime  575-625	<ul style="list-style-type: none"> <li>• continue to apply with increasing confidence their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the</li> </ul>	<ul style="list-style-type: none"> <li>• develop self-help strategies to check that text makes sense to them e.g. dictionary, ask for clarification if unsure of word meaning</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied, giving clear reasoning for predictions made</li> </ul>		<ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• preparing poems and play scripts to read aloud and to perform, showing</li> </ul>	<ul style="list-style-type: none"> <li>• identifying how language, structure, and presentation contribute to meaning e.g. The poet used the phrase... What does this prompt the reader to feel?</li> </ul>	<ul style="list-style-type: none"> <li>• link themes and conventions in books to social experiences and traditions</li> </ul>

<b>Extracts from Y3 comp</b>		<p>meaning of new words they meet</p> <ul style="list-style-type: none"> <li>• read with fluency, expression and pace showing ability to read aloud or read to self.</li> </ul>	<ul style="list-style-type: none"> <li>• use new words acquired from text in other contexts</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>			<p>understanding through intonation, tone, volume and action</p> <ul style="list-style-type: none"> <li>• recognising some different forms of poetry</li> </ul>	
<b>Year 3 Spring 1 3w</b>  <b>Various extracts for Y3 comp</b>	Brown  625-650	<ul style="list-style-type: none"> <li>• read many common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>• develop use of intonation in reading aloud to increase skill in expression.</li> </ul>	<ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction texts</li> <li>• use glossaries with support to check meaning on new words in context</li> <li>• summarise key learning from non-fiction extracts/pages</li> </ul>	<ul style="list-style-type: none"> <li>• interpret information from non-fiction texts, using evidence to support given answers e.g. who do you think the advert is aimed at? What evidence do you have to support this?</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of non-fiction and reference books or textbooks, using these for a purpose.</li> <li>• explain the purpose of the features of non-fiction texts e.g. contents page, glossary</li> </ul>	<ul style="list-style-type: none"> <li>• Consider author choices for language and presentation of text e.g. why do you think the author chose this setting/title? Comment on the effect for the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• link learning from non-fiction texts to social and cultural experiences and make comparisons</li> </ul>
<b>Year 3 Spring 2 3w+</b>  <b>Topic linked</b>	Brown  625-650	<ul style="list-style-type: none"> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>• Intonation, expression, fluency and pace work together to form a natural reading voice.</li> </ul>	<ul style="list-style-type: none"> <li>• asking questions to improve their understanding of a text</li> <li>• efficiently use self-help strategies to check that text makes sense to them e.g. dictionary.</li> <li>• retrieve and record information from texts locating answers from large passages/multiple pages of text.</li> </ul>	<ul style="list-style-type: none"> <li>• drawing further inferences by making links to knowledge of the author, still justifying inferences with evidence. E.g. Why is ___ important in the story?</li> </ul>			<ul style="list-style-type: none"> <li>• compare and relate story events/character depictions to personal, social experiences e.g. do you agree/disagree with the character opinion? Which character are you most like? Why?</li> </ul>
<b>Year 3 Summer 1 3s</b>	Grey  650-725	<ul style="list-style-type: none"> <li>• confidently read most exception words.</li> <li>• Intonation, expression, fluency and pace work together to form a natural reading</li> </ul>	<ul style="list-style-type: none"> <li>• retrieve and reflect on word meanings and compare to other texts e.g. find a phrase that describes a character.</li> </ul>	<ul style="list-style-type: none"> <li>• make prediction based on knowledge of characters e.g. I think this...because I know that this character...</li> <li>• make predictions based on knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• compare presentational style and grammatical choices across books. Why is the text organised in this way? e.g. chapters, style of</li> </ul>	<ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of</li> </ul>	

		voice- self-correcting and decoding unfamiliar words throughout the process. *show more accuracy in reading to self independently	Compare/contrast words used •show increasing accuracy in retrieval by answering true/false questions and encouraging skilful unpicking of text	of author style e.g. I think this..because I know that this author tends to...	writing in first, third, second person.	these orally		
<b>Year 3 Summer 2 3s+</b>	<b>Dark Blue (4b)  725-750</b>	a natural reading voice is now formed using intonation, expression, fluency and pace throughout the process with confidence and efficiency shown in overcoming any unfamiliar words using strategies independently	children use a variety of strategies skilfully to locate and retrieve answers to a range of questions about texts from different genres	secured knowledge and understanding of how to evidence reasoning when inferring and deducing				