



Widmer End CC School Progression of Skills in Reading

Year 3					
Word Reading					
Pupils can:					
<ul style="list-style-type: none"> Begin to apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet Read further exception words beginning to note the unusual correspondences between spelling and sound, and where these occur in the word Begin to try out different pronunciations, attempting to match what they de-code to words they may have already heard but may not have seen in print 					
RETRIEVE	INTERPRET	CHOICE	VIEWPOINT	PERFORM	REVIEW
Understand, summarise, retrieve and record information from texts, including non-fiction.	Deduce, infer or predict information, events or ideas from text, justifying using the text.	Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.	Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	Show understanding through intonation, tone, volume and action when performing poems and play-scripts.	Discuss books read independently and as a group, justifying their views.
Comprehension – Understanding reading <ul style="list-style-type: none"> Identify most obvious themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and begin to draw them together Predict what might happen from details stated Draw straightforward inferences made based on own experience: characters' feelings, thoughts and motives from their actions, and with help, can justify inferences with evidence With support can identify how language, structure, and presentation contribute to meaning - e.g. use of pictures, size /style of print and some comment on the use of adjectives/ adjectival phrases. Select effective words and phrases that capture the reader's interest and imagination and discuss why. Can identify meaning drawn from one paragraph and summaries it simply 			Non-Fiction <ul style="list-style-type: none"> With assistance retrieve and record information from short / specified sections of non-fiction texts Use contents pages and indexes to locate information 		

Reading Behaviour

Pupils can:

Discuss, explain and evaluate

- Retell some fairy stories, and myths and legends orally including main details in sequence
- 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
- Prepare poems and play scripts to read aloud and to perform with increased confidence in front of a wider audience.
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Begin to ask questions to improve their understanding of a text
- Develop an awareness of preference in reading

Range and Reading Habits

- Increase their familiarity with a wide range of books, including fairy stories in which there are good and evil characters
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Recognise that there are different types of poetry (shape poetry, nonsense, poetry that follows a pattern) and not all of them rhyme (narrative)
- Read books that are structured in different ways and reading for a range of purposes

VIPERS - Suggested question stems for whole class reading

Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
<ul style="list-style-type: none"> What do the words ... and ... suggest about the character, setting and mood? Which word tells you that? Which keyword tells you about the character / setting / mood? Find one word in the text which means... Find and highlight the word that is closest in meaning to ... Find a word or phrase which shows /suggests that 	<ul style="list-style-type: none"> Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of ... show that they are ? How can you tell that? What impression of do you get from these paragraphs? What voice might these characters use? What was ... thinking when ...? Who is telling the story? 	<ul style="list-style-type: none"> From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<ul style="list-style-type: none"> Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What effect does have on the audience? How does the author engage the reader here? Which words and phrases are used effectively? Which section was the most interesting / exciting part? How are these sections linked? 	<ul style="list-style-type: none"> How would you describe this story / text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did ...? What happened to ... ? What does ... do? What can you learn about from this section? Give one example of The story is told from whose perspective? 	<ul style="list-style-type: none"> Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening / middle / end of the story? In what order do these events come in the chapter?