

Moor First School – Progression in Reading Y3

Yellow C beginning beginning+ developing	Yellow B developing+ secure secure+	Yellow A greater depth 1 greater depth 2 greater depth 3
<p>Phonic knowledge and skills are consistently applied to decode quickly and accurately. Needs support to read longer unknown words.</p>	<p>Usually reads fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations.</p> <p>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Reads with fluency, more challenging texts (including those beyond their chronological age), and selects strategies to decode new words.</p> <p>Is beginning to clarify meaning of new words through contextual cues.</p>
<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Self-correcting, when text does not make sense and beginning to use appropriate intonation when reading aloud. - Demonstrating knowledge of a developing range of poetry, stories and non- fiction. - Recognising and understanding the different structures of non-fiction books that have been introduced. - Showing an increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Asking and answering simple questions appropriately, including some simple inference on what is said and done. - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. <p>Y3 Autumn expected = yellow beginning Y3 Spring expected = yellow developing Y3 Summer expected = yellow secure</p>	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Reading accurately at speed to allow a focus on understanding rather than decoding individual words. <p>Checks that the text makes sense by questioning unfamiliar words or phrases.</p> <ul style="list-style-type: none"> - Reads aloud and performs, showing understanding through intonation, tone, volume and action. - Recognising some different forms of poetry [for example, free verse, narrative poetry] - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. - Discussing words and phrases that capture the reader’s interest and imagination. - Using dictionaries to check the meaning of words that they have read. - Identifying conventions across familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Predicting what might happen from details stated and implied. - Drawing simple inferences such as inferring characters’ feelings. - Retrieving and recording information from non-fiction, using contents pages to locate information. 	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Reading independently both aloud and silently. When reading aloud there is an awareness of audience. (e.g. changes in voice and pace) - Using appropriate terminology when discussing texts (plot, character, setting) and comparing and contrasting different texts. <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Justifying inferences and deductions with evidence from the text.