



Year 3 Reading Progression of Skills/Coverage

At DCS, we follow a layered learning approach whereby objectives are covered multiple times throughout the course of the year/phase, and children revisit the objectives within a wide range of diverse contexts. This layering and revisiting engenders depth and supports children to develop a sense of concrete understanding of how skills for reading can be applied across a range of audience and purposes.

	<u>Autumn 1</u> Did the Stone Age rock?	<u>Autumn 2</u> What makes the Earth angry?	<u>Spring 1</u> Can you walk like and Egyptian?	<u>Spring 2</u> Why do so many people go to the Mediterranean for their holidays?	<u>Summer 1</u> How has Whitehaven changed over time?	<u>Summer 2</u> Who were the Windrush generation?
High Quality Text						
Outcomes	Character description, diary entry, recount. Own historical narrative.	Setting descriptions, diaries, letters, thought bubbles. Newspaper report.	Short news report, diary entry, character description, advert. Own version traditional tale.	Persuasive posters, information leaflets, postcards, diary entries, wishes, setting Descriptions. Persuasive information leaflet.	Setting description, short first-person narrative, dialogue, action scene. Extended fantasy narrative.	Informal letters, factual statements, future aspirations, postcard, diary entry, a speech, quotations. Factual report on the Windrush Generation.



<p>Word Reading</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet.</p>	<p>Pupils should be taught to:</p> <p>Apply knowledge of root words, prefixes and suffixes.</p> <p>Read aloud and understand meaning of new words they meet.</p> <p>To begin to read, understand and learn the words from the Year 5/6 word list: aggressive, bargain, conscience, hindrance, temperature.</p>
<p>Reading Comprehension</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>Identifying themes and conventions.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-</p>



<p>fiction and reference books or textbooks</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Understand what they read, in books they can read independently, by:</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from</p>	<p>reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p>	<p>reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from</p>	<p>fiction and reference books or textbooks.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Identify and summarise main ideas drawn from more than one paragraph.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identifying main ideas drawn from more than one</p>
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	<p>details stated and implied.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Predicting what might happen from details stated and implied.</p> <p>Participating 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.</p>		<p>Predicting what might happen from details stated and implied.</p> <p>Participating 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.</p>	<p>details stated and implied.</p> <p>Participating 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.</p>	<p>paragraph and summarising these.</p> <p>Justifying answers with evidence from several points in the text using correct technical language e.g. metaphor and simile.</p>
Oracy focus	<p>'Poetry Slam' - The Sound Collector by Roger McGough</p> <p>History: Describe what life was like during The Stone Age.</p> <p>(The language of Description)</p>	<p>Geography: Explain why volcanic eruptions and earthquakes occur.</p> <p>(The language of Explanation)</p>	<p>Science: Predict how Usain Bolt (people) can move so quickly.</p> <p>(The language of Prediction)</p>	<p>Geography: Debate, 'Should British tourists go on holiday to the Mediterranean?'</p> <p>(The language of Argument)</p>	<p>D&T: Evaluate Digital World: Electronic Charm</p> <p>(The language of Evaluation)</p>	<p>History: Retell the story of the Windrush Generation.</p> <p>(The language of Retelling)</p>
Enrichment	<p>Roald Dahl Week</p> <p>Back to school poetry</p> <p>Residential visit (every other year.)</p> <p>Andy Tooze Poet</p> <p>Helen Haraldsen Author</p>	<p>Bonfire Night Poetry</p> <p>Christmas Trip</p>	<p>Egyptian visit/visitors (Tullie House.)</p>	<p>Earth Day poetry</p>	<p>Whitehaven/Beacon Visit.</p>	



	Sophie Martin Illustrator Rock Man visit					
High Quality Poetry Texts	School Tomorrow - Excuses for Mum by Joseph Coelho. The Adventures of Isabel - Ogden Nash.	'Poetry Slam'- The Sound Collector by Roger McGough. Help Wanted (Christmas) by Timothy Tocher.	The Space on the Page by Michael Rosen.	The Door by Miroslaw Holub.	Two Plants by John Agard.	Windrush Child by John Agard.