











Progression in Reading – Years 3 to Year 6 : YEAR 3

Purpose of Study

At Cavendish Primary School, from Y3-Y6, we use 'Reading Gems' to develop children's wider reading skills. These are:

Enjoy, Decode, Define, Retrieve, Summarize, Infer, Predict Relate, Explore and Compare.

Enjoy 				Decode 			
Define 	Retrieve 	Summarise 	Infer 	Predict 	Relate 	Explore 	Compare 
2a: Give/explain the meaning of words in context.	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text

Year 3 National Curriculum Statements - Reading Comprehension

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Notes and guidance (non-statutory)

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print (for example, in reading technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should).

Reading - comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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

Notes and guidance (non-statutory)

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.

They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).

Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.

Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Gem	Reading skills			Question stems
Define (give/explain the meaning of words)	Autumn	Spring	Summer	<ul style="list-style-type: none"> • Can you find this word in the dictionary? • What other words/phrases could the author have used here? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...? • Can you identify words which create a mood?
	<ul style="list-style-type: none"> • use alphabetical order to find words in the dictionary 	<ul style="list-style-type: none"> • find the meaning of new words using substitution within a sentence 	<ul style="list-style-type: none"> • find words that have similar meaning to (synonyms) • ensure children give the correct meaning when there is more than one 	
Use dictionaries to check the meaning of words that they have read				
Retrieve (retrieve and record information)	Autumn	Spring	Summer	<ul style="list-style-type: none"> • Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?
	<ul style="list-style-type: none"> • use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve simple details from single paragraphs 	<ul style="list-style-type: none"> • begin to use quotations from the text. • retrieve and record single information from a fiction text. • retrieve single information from a non-fiction text 	<ul style="list-style-type: none"> • use index page to locate information • learn the skill of 'skim and scan' to retrieve details from up to two paragraphs 	
Summarise (summarise main ideas)	Autumn	Spring	Summer	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes?
	<ul style="list-style-type: none"> • identifying main ideas drawn from a key paragraph and summarising these 	<ul style="list-style-type: none"> • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. 	<ul style="list-style-type: none"> • identify themes from a wide range of books • identifying main ideas drawn from two paragraphs and summarising these 	

	<ul style="list-style-type: none"> • make simple notes from one source of writing • begin to distinguish between the important and less important information in a text. 			<ul style="list-style-type: none"> • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?
Infer (make inference from the text)	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> • children can infer simple feelings, thoughts and motives about characters • make inferences about actions or events 	<ul style="list-style-type: none"> • justify inferences by referencing a specific point in the text. 	<ul style="list-style-type: none"> • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. 	<ul style="list-style-type: none"> What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?
Predict (predict what might happen)	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> • orally give simple predictions based on characters thoughts and motives to think about what they might do next 	<ul style="list-style-type: none"> • begin to justify predictions using evidence from the text and write these down. • use relevant prior knowledge to make 	<ul style="list-style-type: none"> • use details from the text to form further predictions based on characters and settings 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?

		<p>predictions and justify them.</p>		<ul style="list-style-type: none"> • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward
<p>Relate (identify/explain how information is related and contributes as a whole)</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>	
	<ul style="list-style-type: none"> • discussing the features of a range of fiction, poetry, plays, non-fiction and reference books 	<ul style="list-style-type: none"> • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts 	<ul style="list-style-type: none"> • recognise authorial choices and the purpose of these in small sections of text 	<p>What is similar/different about two characters?</p> <ul style="list-style-type: none"> • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?

Explore (choice of words and phrases)	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> • discuss words that capture the readers interest or imagination 	<ul style="list-style-type: none"> • how does an author's word choice/setting make you feel? 	<ul style="list-style-type: none"> • identify how language choices help build meaning and set simple moods 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing in this way, what effect has the author created? • How has the author made you feel by writing...?
Compare (comparisons within the text)	Autumn	Spring	Summer	
	<ul style="list-style-type: none"> • compare how characters are similar/different in the same book • compare non fiction features 	<ul style="list-style-type: none"> • compare two contrasting points/places in the book within the same chapter • to use appropriate terminology when discussing texts (plot, character and setting) 	<ul style="list-style-type: none"> • compare two contrasting points/places in the wider book 	<ul style="list-style-type: none"> • Give one way this is similar to... • Give one way this is different to... • What words would you use to describe the main character at the start and end of the text?