



Reading Progression St Francis Xavier – Year 3 2023-2024



	Literal Comprehension (LIT)				Inference (INF)		Responding to the Text (RT)		Language for Effect (LFE)		Themes and Conventions (TAC)		
Termly assessment	Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRED)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)	
Y3 term 1	With support, explain the main idea of a paragraph or page they have just read. Example: In a non-fiction text about different environments, child can explain that deserts have become hotter because of global warming in response to the question: "What does this page tell you about how deserts have changed?"		Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words. Example: When asked to find the word 'break,' child finds the letter C in the dictionary and finds the correct word, and reads the definition aloud.			Make a sensible prediction of what might happen and can justify the prediction on the basis of what has happened so far in the story. Example: In a story in which a very scruffy pirate goes to sea on a very tidy ship, child can predict that the pirate might become more tidy and give a reason for this prediction.			Copy a modelled reading of a poem with predictable expression or, after rehearsal, follow simple stage directions for how to read lines of a play. Example: After hearing an adult read a simple poem with a whispered final line, child can read the poem whispering the final line.			Has read or heard a variety of myths and legends and can explain some of the key features of these. Example: Child can identify that myths are often about gods and other supernatural beings.	
		Able, with support, to retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. Example: When prompted and guided by teacher, child is able to sum up key points of a story briefly and without much unnecessary detail, or to give a more detailed summary including details as well as main points.	Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in main text, and often use these features with minimal prompting to find answers to questions. Example: When asked to explain where bananas grow, child uses a map, photo and caption as well as text to find relevant information.		Distinguish between simple statements of fact and opinion where opinions are clearly signposted with 'I think'. Example: In a story, child can identify that 'I think my village is the best place in the world to live' is an opinion.				With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. Example: With some support, child can think of an alternative word for a word in the text, and say which word they think is the better one to use in that case.		Identify some ways in which structure and presentation contribute to meaning. Example: Child can identify written instructions by commenting on presentational devices such as numbered lists.		
Y3 term 2				Automatically track meaning of text during reading, pausing to self-correct where necessary. With some support or prompting, can explain meaning of what has been read, in response to a question. Example: In the context of a story, child can work out what pronouns 'they' and 'their' refer to in the sentence: 'Before supper, they gave the horses their food.'	With support, make inferences, such as inferring characters' feelings and motives from their actions. Example: Child can answer questions such as: 'Why did Caroline slam the door? How was she feeling?' when answer is not stated in the text.				Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader. Example: Child can discuss interesting word, e.g. 'terrifying' and, in answer to the question: 'Why is this a better choice than "scary"?' can explain that 'terrifying' sounds scarier.				
						Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts. Example: In a story in which a character did not listen properly to an instruction, child can predict that something will go wrong and can give a simple reason for this.	Give an opinion on a moral dilemma presented in a story. Example: After reading <i>The Boy Who Cried Wolf</i> , child can answer questions such as: 'Do you think the villagers did the right thing to ignore the boy?' Child answers: 'No, they should have listened to him.'	Copy a modelled reading of a poem with varying expression and volume or follows stage directions for how to read lines of a play. Example: When reading a play script aloud, child automatically follows stage directions such as <i>[whispers]</i> .			Beginning to use familiar non-fiction features independently to help them navigate through a text. Example: When asked to locate a specific piece of information, child uses headings and sub-headings to help them locate it.		



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	<p>Explain the main idea of a paragraph or page they have just read.</p> <p>Example: In a fiction text, child can answer the question: "What has happened on this page?" giving the main idea or event.</p>		<p>Retrieve specified information from a range of fiction and non-fiction texts.</p> <p>Example: When asked to find a particular topic in a non-fiction book, child uses the contents page to find the topic and scans the page for relevant information. When asked "How old is the main character of this story?", and guided to the appropriate part of the text, the child can find the answer.</p>		<p>When prompted, draw inferences such as characters' feelings, thoughts and motives from their actions.</p> <p>Example: In a story where a character has misunderstood a situation, child can answer the question: "What did Mas <i>think</i> was happening?"</p>		<p>Give an opinion on a moral dilemma presented in a story and give a simple reason for this.</p> <p>Example: After reading <i>The Boy Who Cried Wolf</i>, child can answer questions such as: "Do you think the villagers did the right thing to ignore the boy? Why?" Child can give a reason for their opinion, e.g. "No, the villagers were wrong to ignore him, because it wasn't fat. They shouldn't have assumed he was lying."</p>		<p>Point out interesting vocabulary on a page and can explain in simple terms the effect the word has on the reader.</p> <p>Example: Child can point out an interesting word, e.g. 'delighted' and can explain that this is a good choice because it sounds even happier than just saying 'happy.'</p>	<p>Use knowledge of how a dictionary is structured to find out the meaning of words.</p> <p>Example: When asked to find the word 'mast' in a dictionary, child turns to the middle section of the book, finds the letter M, locates the correct word and reads the definition.</p>	<p>Has read or listened to a range of texts, including some myths, legends, fiction, poetry, plays, non-fiction and reference books, and can answer questions about the texts.</p> <p>Example: Child regularly gives appropriate answers to questions, showing their understanding of a range of texts.</p>	
Y3 term 3	<p>Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted.</p> <p>Example: With support if necessary, child can put together evidence from two different pages in a story, to build up evidence about a character.</p>	<p>Retell longer familiar stories they have read, e.g. myths and legends.</p> <p>Example: After reading the story of Daedalus and Icarus, child can retell main points of story in order, including all main elements.</p>										<p>With support, identify some of the ways in which language and structure contribute to meaning in different types of texts.</p> <p>Example: Child can identify a set of classroom rules by commenting on the language used, e.g. commands/imperative verbs.</p>
Expected attainment at end of Year 3 (on track to meet Y3/4 curriculum requirements)												



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