

Autumn 1 Traction Man	Autumn 2 Beowulf	Spring 1 The Fossil Hunter	Spring 2 Non-fiction – Meet the Romans	Summer 1 Dear Greenpeace and The Morning I Met a Whale	Summer 2 Harry Potter
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Reading Progression Document – Year 3

Autumn 1

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	x	I use phonic knowledge to decode new text automatically and fluently	
checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	x	I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result	
identifying how language, structure, and presentation contribute to meaning	X	I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding	
identifying how language, structure, and presentation contribute to meaning	X	I understand how prepositions can show where, when and how something happens.	
identifying how language, structure, and presentation contribute to meaning	X	I can identify simple expanded noun phrases (including determiners) within a text and I am starting to use these to add detail to the picture in my head.	
checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	x	I identify and ask about words I don't understand. I check the text makes sense to me	

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identifying main ideas drawn from more than one paragraph and summarising these	x	I recognise when the picture in my head may be wrong.	
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Autumn 2

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	✓	I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it	
identifying how language, structure, and presentation contribute to meaning	✓	I understand a wider range of common pronoun references.	
identifying main ideas drawn from more than one paragraph and summarising these	✓	I can picture characters, settings and events to help me understand a text.	
predicting what might happen from details stated and implied	x	I predict what might happen from details that are stated and implied	
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	x	I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.	

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Spring 1

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
retrieve and record information from non-fiction	x	I scan text to find key words and phrases and retrieve information.	
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	✓	I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.	
using dictionaries to check the meaning of words that they have read	x	I explain the meaning of words in context I identify and ask about words I don't understand	
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.	x	I use my background knowledge from what I know or have done to help me to understand.	
discussing words and phrases that capture the reader's interest and imagination	x	I identify and discuss words and phrases that make the reader interested.	

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Spring 2

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apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	✓	I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding.	
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	x	I break words into syllables to decode unknown words speedily using good graphemic knowledge.	
identifying main ideas drawn from more than one paragraph and summarising these	✓	I identify main ideas taken from a paragraph and summarise these	
listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	x	I know how non-fiction text is presented differently to fiction text in a wider range of non-fiction texts.	
retrieve and record information from non-fiction	✓	I find and record information from non-fiction texts I use the different organisational features in non-fiction texts to help me navigate my way around a page.	

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Summer 1

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
		I read with developing fluency by seeing the words that go together in phrases within sentences	
asking questions to improve their understanding of a text	x	I ask questions and wonder to improve my understanding of a text	
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.	✓	I understand what I read in books and can discuss this including expressing opinions about what I have read.	
reading books that are structured in different ways and reading for a range of purposes	x	I am beginning to find evidence from the text to help me to show my understanding	
listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	x	I can recognise and name some authors and poets that I like and explain why I like them	
identifying main ideas drawn from more than one paragraph and summarising these	✓	I can retell the gist of what I have read in my own words	

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Summer 2

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read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	✓	I read a wider range of common exception / tricky words	
		I make simple connections within a text between one sentence and the next	
listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	✓	I listen to and can discuss a range of fiction, poetry, non-fiction and plays and make recommendations to others.	
recognising some different forms of poetry [for example, free verse, narrative poetry]	x	I recognise different forms of poetry and stories I identify themes from a given range in stories, poems and books.	
preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	x	I read aloud and perform poems and play scripts showing my understanding through intonation, volume and actions.	