

Waterville Primary School Progression of Skills in English – Reading

Year 3	<p>National Curriculum The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.</p> <p>Pupils should be taught to: -read easily, fluently and with good understanding -develop the habit of reading widely and often, for both pleasure and information -acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language -appreciate our rich and varied literary heritage -write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences -use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas -are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p>			
Fluency	Teaching should now concentrate on comprehension skills. Any focus on word reading should support development of vocabulary.			Common Exception Words To begin to read Y3/Y4 exception words.
Poetry and Performance	-Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. -Begin to use appropriate intonation and volume when reading aloud. -Begin to recognise different forms of poetry (e.g. free verse or narrative poetry).			
Phonics and Decoding	Vocabulary	Listening and Discussing	Inference and Prediction	Non-Fiction
Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). Apply their growing knowledge of root words and prefixes, including: in-,im-,il-,ir-,dis-, mis-, un-, re-,sub-, inter-,super-, anti-and auto. Begin to read aloud. Apply their growing knowledge of root words and suffixes/word endings, including: ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian. Begin to read aloud.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Discuss authors' choice of words and phrases for effect. Identify vocabulary that captures the reader's interest.	Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Use appropriate terminology when discussing texts (plot, character, setting).	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Justify predictions using evidence from the text.	Retrieve and record information from non-fiction texts using contents and glossary to locate it.