Year 3 Reading Progression Skills

Key to Reading Skills	
READ	Word reading and general reading behaviour
R	Recall and retrieval
E	Exploring the author's language and point of view
A	Analysis of structure and organisation
D	Deduction and inference

1. Can read independently using a range of strategies to decode unfamiliar words and to establish meaning (e.g. self-correcting, widening knowledge of vocabulary). (READ)
2. Can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas ("") for dialogue. (READ)
3. Can summarize the main points in a text. (R)
4. Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) (D)
5. Can make plausible predictions based on knowledge from/of the text and wider connections (e.g. "other texts on same theme; other texts by same author, a personal connection the child makes; a connection the child makes to wider experiences), (D)
6. Can explain how and why main characters act in certain ways, using evidence from the text. (D)
7. Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts. (E)
8. Understands the purpose of a paragraph/chapter (ie, the way in which writers use paragraphs and chapters to group related ideas together) (A)
9. Can identify language the author has chosen to use to capture the readers interest and imagination. (E)
10. Can confidently use knowledge of the alphabet to locate information in, for example, a dictionary or index (R/A)
11. Can read all the Y1/2 and some Y4/5 high frequency words. (READ)
12. Is able to quote directly from the text to answer questions. (R)
13. Is beginning to skim read texts to gather the general impression of what has been written. (R)
14. Is beginning to scan texts to locate specific information. (R)
15. Is beginning to use text marking to support retrieval of information or ideas from texts, e. g. highlighting, and notes in the margin. (R)
16. Can identify reasons for actions and events based on evidence in the text (D)
17. Can explore potential meanings of ambitious vocabulary read in context using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word. (D)
18. Sometimes empathizes with different characters point of view in order to explain what characters are thinking/feeling and the way they act.(D)
19. Can identify language the author has chosen to create images and build mood and tension. (E)
20. Can identify the differences between a wider range of non- fiction text types (e.g., instructions, and explanations). (A)
21. When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence. (D)
22. Can sometimes use clues from action, description and dialogue to help establish meaning. (D)
23. Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking or feeling and the way they act (D)