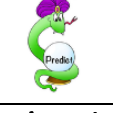


Herne Junior School's Reading Curriculum Progression

Year 3		
Reading Word (Decoding)		
Skills Phonics and decoding	<u>Objective</u> To use their phonic to decode quickly and accurately. To apply their knowledge of root words and prefixes including in, im, il, ir dis,mis,un,re,sub,inter,super,anti,auto to begin to read aloud. To apply their knowledge of root words and suffixes including ation, ly, ous, ture, sure, sion, tion, ssion, cian to begin to read aloud	<u>What you will see in the classroom.</u> • Phonics teaching of those who didn't pass the re-take of the phonics screening - Read Write Inc. • Daily individual reading for those who need it. (Daily reader card in the reading folder) • Interventions – Rapid reading and Lexia Core 5 for those who are significantly below their chronological age for reading (Identified as red watch children.) • Links to spelling. • Whole class reading – looking at specific words to expand vocabulary. • Working wall in English to have key vocabulary words for current units.
Common exception words	To read Y3/4 common exception words.	
Fluency	At this stage the teaching of comprehension skills in WCR sessions will take precedence over teaching word reading and fluency specifically. Focus on word reading will support the development of vocabulary in the vocabulary sessions. Read aloud books, sounding out unfamiliar words accurately. Recognise punctuation and using correctly to help read.	
Reading Comprehension		
Understanding and becoming familiar with text.	<u>Objective</u> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context – Vocab. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these. 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. 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. 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.	<u>What you will see in the classroom.</u> • Daily individual reading for some (Daily reading card in the reading folder.) • Class reader – discussing / summarising / inferring / predicting. • Whole class reading (linked to class text). Read minimum of three times a Week. • Performance poem learnt by heart and performed. • Poetry and other writing in English lessons performed to an audience – Performance grid completed. • Quality Fiction and non- fiction texts used in other curriculum areas to research and gather information.
Non- Fiction	Retrieve and record information from non-fiction	
Poetry and Performance	Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry.	

VIPERS	
Vocabulary 	Using dictionaries to check the meaning of words that they have read. Identify and discuss the meaning of words in context e.g. I think 'generous' means kind because he gave his money away. Identify words and phrases that capture the reader's interest and contribute to the meaning of the text. E.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck.
Inference 	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Draw inferences about characters' thoughts and actions. e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads. Justify inferences with a single piece of evidence from the text to support one specific point. E.g. I know this because...
Predictions 	To justify predictions using evidence from the text. Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied.
Explanation 	Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning. Identify the language conventions of non-fiction in relation to the text type (see range). Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil. Identify the structural conventions of non-fiction in relation to the text type (see range). Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'.
Retrieval 	To retrieve and record information from a fiction text. Use contents and sub-headings to locate relevant information. Identify a main topic to research, independently and through shared reading.
Summarise 	Identify main ideas drawn from more than one paragraph and summarise these. Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed. Make notes from one source to capture key information about a topic through recording or highlighting sentences/key words e.g. information about penguins' habitat.
Whole Class Reading Text	Reading Explorers (A guided skill-based journey of reading skills) Lob – Linda Newbery Matilda – Roald Dahl The Leopard in the Golden Cage - Julia Roberts



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