

End Points that show progression of knowledge, understanding, and skills in Reading

Year Group 3

	T1	T2	T3	T4	T5	T6
<p><b>Key TEXTS:</b></p> <p>Stories Poetry and rhyme Information Other texts</p>	<p>Stone Age Boy – Satoshi Kitamura</p> 	<p>Iron Man – Ted Hughes</p> 	<p>Boot – Shane Hegarty</p> 	<p>The Egyptian Cinderella – Shirley Climro</p> 	<p>Ottoline and the Yellow Cat – Chris Riddell</p> 	<p>The Firework Maker's Daughter – Phillip Pullman</p> 
<p><b>Subsidiary texts</b></p>	<p>Where the Wild Things Are – Maurice Sendak</p> <p>Eye of the Storm – Literacy Shed</p> <p>Stig of the Dump – Clive King</p>	<p>A Visit from St. Nicholas – Clement Clarke Moore</p> <p>Madeline's Christmas – Ludwig Bemelmans (rhyming story)</p>	<p>Newspaper report examples (Indus Valley linked)</p>	<p>Egyptians – Kath Davies</p> <p>Sound Collector – Roger McGough</p>	<p>A Boy, His Dog and the Sea – Anthony Browne</p> <p>Where my Wellies take me – Michael and Clare Morpurgo</p>	<p>The Giving Tree – Shel Silverstein</p>
<p><b>Decode / word-reading:</b> phonics tricky words alphabet use of dictionary</p>	<p><b>Consolidate.</b> Will be able to consolidate many common exception words in the Y2 POS.</p>	<p><b>Introduce.</b> Will introduce and read some of the common exception words from the Year 3 and 4 list, noting some of the unusual correspondences between spelling and sound.</p>	<p><b>Develop.</b> Will be able to practise and develop some of the common exception words from the Year 3 and 4 common exception words.</p>	<p><b>Develop.</b> Will be able to practise and develop some of the common exception words from the Year 3 and 4 common exception words.</p>	<p><b>Embed.</b> Will be able to embed all the common exception words taught so far this academic year (approx. 50% from the list).</p>	<p><b>Assess.</b> Continue to embed before using assessment tools to uncover how many of the words the children can spelling independently.</p>
	<p><b>Introduce.</b> What a suffix, prefix and root word is.</p>	<p><b>Practise.</b> Practise recognising what a suffix, prefix and root word is and use these skills to help build word recognition.</p>	<p><b>Develop.</b> Develop children's understanding of what a suffix, prefix and root word is including its practical applications.</p>	<p><b>Develop.</b> Develop children's understanding of what a suffix, prefix and root word is including its practical applications.</p>	<p><b>Embed.</b> Apply their understanding of what a prefix, suffix and root word is by identifying them and using them with growing fluency.</p>	<p><b>Embed.</b> Apply their understanding of what a prefix, suffix and root word is by identifying them and using them with growing fluency.</p>

<b>Comprehend, locate and retrieve:</b> vocabulary characters settings events information justify using text	<b>Consolidate.</b> Reintroduce the idea of scanning a text for key words in order to locate answers.	<b>Introduce.</b> Children able to read around the words or phrases to better understand key words.	<b>Develop.</b> Discuss, explore and work out the meaning of words in context.	<b>Develop.</b> Discuss, explore and work out the meaning of words in context.	<b>Embed.</b> Discuss, explore and work out the meaning of words and phrases in context.	<b>Embed.</b> Discuss, explore and work out the meaning of words and phrases in context.
	<b>Consolidate.</b> Children to navigate different paragraphs of texts, locating the most suitable paragraph using sub-headings with teacher guidance.	<b>Introduce.</b> Check the accuracy of what they are locating by reading around words or phrases.	<b>Practise.</b> Children build their ability to highlight relevant information in the texts.	<b>Practise.</b> Children build their ability to highlight relevant information in the texts.	<b>Embed.</b> Children to highlight relevant information in the texts using sub-headings with growing independence.	<b>Assess.</b> Children to complete a reading test that will ascertain their ability to locate relevant information.
	<b>Consolidate.</b> Draw on vocabulary knowledge to understand texts and solve problems.	<b>Introduce.</b> Children to identify that the literal answer can be somewhat 'hidden' in the vocabulary used.	<b>Practise.</b> Children to begin applying their understanding that the literal answer can be somewhat 'hidden' in the vocabulary used with growing independence.	<b>Practise.</b> Children to begin applying their understanding that the literal answer can be somewhat 'hidden' in the vocabulary used with growing independence.	<b>Embed.</b> Children to highlight relevant information in the texts using sub-headings independently and justify this using the text.	<b>Assess.</b> Children to complete a reading test that will ascertain their ability to retrieve and apply relevant information.
<b>Inferential understanding:</b> prediction sequencing events summary nuanced vocabulary	<b>Introduce.</b> Make predictions from implied details.	<b>Practise.</b> Make predictions from implied details using key vocabulary.	<b>Practise.</b> Make predictions from implied details using key vocabulary.	<b>Develop.</b> Make reasoned predictions from implied details.	<b>Develop.</b> Make reasoned predictions from implied details.	<b>Embed.</b> Make reasoned predictions from implied details independently.
	<b>Consolidate.</b> Make some inferences answering the 'how' and 'why' questions	<b>Introduce.</b> Children to, with support, identify themes across the text to draw inferences for	<b>Develop.</b> Children to, with decreasing support, identify themes across the text to draw	<b>Develop.</b> Children to, with decreasing support, identify themes across the text to draw	<b>Embed.</b> Children to identify themes across the text to draw inferences for characters' feelings,	<b>Embed.</b> Children to identify themes across the text to draw inferences for characters' feelings,

	which may reach beyond the text.	characters' feelings, thoughts and motives for their actions.	inferences for characters' feelings, thoughts and motives for their actions.	inferences for characters' feelings, thoughts and motives for their actions.	thoughts and motives for their actions.	thoughts and motives for their actions.
	<b>Introduce.</b> Summarise the main ideas of an extract.	<b>Practise.</b> Summarise the main ideas of an extract.	<b>Practise.</b> Summarise the main ideas of an extract.	<b>Develop.</b> Summarise the main ideas across a whole text.	<b>Develop.</b> Summarise the main ideas across a whole text.	<b>Embed.</b> Summarise the main ideas across a whole text, beginning to note developments.
<b>Respond to text:</b> evaluation response to author authorial effect and intent effect of vocabulary	<b>Consolidate.</b> Children to develop their pleasure of reading by listening to, discussing and expressing views about a range of contemporary and classic texts.	<b>Introduce.</b> Children to read a range of texts and identify how language, structure and presentation contribute to meaning.	<b>Practise.</b> Children to read a range of texts and identify how language, structure and presentation contribute to meaning.	<b>Develop.</b> Children to read a range of texts and identify how language, structure and presentation contribute to meaning with growing independence.	<b>Develop.</b> Children to read a range of texts and identify how language, structure and presentation contribute to meaning with growing independence.	<b>Embed.</b> Children to read a range of texts and identify how language, structure and presentation contribute to meaning with independence.
<b>Fluency and phrasing:</b> reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning	<b>Consolidate.</b> Children to apply their phonic knowledge and skills to further embed automatic decoding.	<b>Introduce.</b> Children to gradually internalise the reading process to silently.	<b>Practise.</b> Children to gradually internalise the reading process to silently.	<b>Practise.</b> Children to gradually internalise the reading process to silently.	<b>Develop.</b> Children to gradually internalise the reading process to silently with growing confidence.	<b>Develop.</b> Children to gradually internalise the reading process to silently with growing confidence.