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| ***Reading Skills***  ***VIPERS Fluency***  *Vocabulary, Inference, Prediction, Explaining, Retrieval and Summarising* | **Year 3**  Progression of Reading Skills | **All reading skills must be taught explicitly throughout the year and referred to during English and cross curricular lesson. Reading skill can be taught in order of your preference.** | | | | |
| **Key Vocabulary to be used by teachers and children.**  Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarising/Fluency | | | | |
| Fluency  (Decoding Interventions)  Summarising  Prediction  (Scanning and Skimming)  Vocabulary  Summarising | Term 1 | | | | | |
| **Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation** e.g. children who were EXS or GDS should be able to read without undue hesitation. Use this assessment to plan for decoding intervention | | | | | |
| **Use skimming to locate main ideas in the text** | | | | | |
| 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 | | | | | |
| 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 | | | | | |
| Use scanning to locate pieces of information e.g. from a single point of reference in the text (a paragraph, verse, poem or page) | | | | | |
| **Use age appropriate dictionaries to check the meanings of words** e.g. junior dictionaries, word banks developed during English lessons | | | | | |
| Term 2 | | | | | |
| Discuss their understanding of both texts they have read independently and those read to them | | | | | |
| **Identify and discuss the meaning of words in context** this needs to happen every time children read with an adult | | | | | |
| Identify the over-arching theme of a text e.g. honesty, loneliness, good  overcoming evil | | | | | |
| **Orally retell whole stories/sections of stories linked to the Y3 range** e.g. story maps | | | | | |
| Fluency  Retrieval  Explaining  Inference | Term 3 | | | | | |
| Identify a main topic to research, independently and through shared reading | | | | | |
| **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 | | | | | |
| Make notes from one source to capture key information about a topic e.g. information about penguins’ habitats through recording or highlighting sentences/key words | | | | | |
| Use contents and sub-headings to locate relevant information. | | | | | |
| Term 4 | | | | | |
| **Draw inferences about characters’ thoughts and actions** | | | | | |
| Recite poems by heart, using intonation, tone and volume to gain the interest of the listener poetry slam | | | | | |
| **Read aloud and perform play scripts, gaining the audience’s interest in the characters and plot** e.g. using stage directions, volume and action | | | | | |
| Inference  (Justification)  Application of all skills across a range of Y3 texts | Term 5/6 | | | | | |
| Justify inferences with a single piece of evidence from the text to support one specific point | | | | | |
| Identify the language conventions of non-fiction in relation to the text type | | | | | |
| Identify the structural conventions of non-fiction in relation to the text type | | | | | |
| 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’ | | | | | |
| Reading books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint) | | | | | |
| Question texts to clarify and improve their understanding of a text e.g. why didn’t the villagers trust the Iron Man? | | | | | |
| Express views and listen to the views of others | | | | | |
| Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words | | | | | |