



Bedford Primary School Progression Map:

Curriculum Area: English Year: 3

Skills – as previous year groups plus:

Reading: Phonics, Decoding, Word Level & Fluency

- To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)
- Use knowledge of root words to understand meanings of words
- Word families based on common words, showing how words are related in form and meaning, e.g. *solve, solution, solver, dissolve, insoluble*
- Use growing knowledge of root words and prefixes to understand meanings e.g. un-, dis-, -mis-, re-
- To apply their growing knowledge of root words and suffixes/word endings to understand meaning, e.g. -ation, -ous
- Use intonation, tone and volume when reading aloud
- Take note of punctuation when reading aloud
- To begin to read Y3/Y4 exception words.*

* See NC English Appendix 1 and year group word lists

Fluency: At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

Reading: Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a range of fiction, poetry, plays, non-fiction texts/reference books
- Regularly listening to whole read aloud by the teacher
- Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion
- Analysing and evaluate texts looking at language, structure and presentation e.g. newspaper reports, recipes, etc.
- Recognising some different forms of poetry e.g. narrative, free verse
- Reading books and texts for a range of purposes e.g. enjoyment, research, skills development, reference
- Using dictionaries to check meanings of words they have read
- Sequencing and discussing the main events in stories and retelling a range of stories, including less familiar fairy stories, fables and folk tales Identifying and discussing themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor*
- Identifying and discussing conventions e.g. *numbers three (pigs/bears) and seven(dwarves) in fairy tales or a magical sentence repeated several times*
- Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination. Also discuss author's choice of words and phrases for effect.
- Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action.

Understand what they read independently by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Explaining the meaning of unfamiliar words by using the context
- Making and justifying predictions based on details stated and discussing their understanding of the text - use appropriate terminology, eg *plot, character, setting*
- Raising questions during the reading process to deepen understanding e.g. *I wonder why the character ...*
- Asking and answering questions, drawing inferences around characters thoughts, feelings, motives and actions, and justifying with evidence from the text
- Using point and evidence to structure and justify responses
- Discussing the purpose of paragraphs and identifying key ideas within paragraphs.

	Retrieve and record information from non-fiction - Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i> - Quickly appraising a text to evaluate usefulness - Navigating texts in print and on-screen Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say - Developing and agreeing on rules for effective discussion - Making and responding to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups</i>.
Writing: Handwriting	- Continue using some of the diagonal and horizontal strokes needed to join letters and begin to understand which letters when adjacent to one another, are best left un-joined - Use the four basic joins to produce a neat handwriting style with increasing accuracy and speed.
Writing: Vocabulary, Punctuation and Grammar	Word Level: - Formation of nouns using a range of prefixes - Use the determiner a/an according to whether the next word begins with a consonant or vowel, e.g <i>a rock/an open box</i> - Discussion/introduction of word families based on common words, showing how words are related in form and meaning e.g. <i>solve, solution, solver, dissolve, insoluble</i> Sentence Structure: - Expressing time, place and cause in complex sentences using a range of conjunctions e.g. <i>when, before, after, while, so, because</i> - Identify, select, generate and effectively use adverbs, e.g <i>then, next, suddenly, soon, silently, therefore</i> or prepositions, e.g <i>before, after, during, in, because of</i> - Explore and identify main and subordinate clauses in complex sentences. Text Structure: - Introduction to paragraphs as a way to group related material - Headings and sub-headings used to aid presentation - To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. - Use of the perfect form of verbs instead of the simple past to indicate a completed action e.g. using <i>has, have, had</i>: <i>He has gone out to play contrasted with simple past: He went out to play. Other examples: I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i> Punctuation: Introduction to inverted commas to punctuate direct speech (speech marks)
Terminology for pupils: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	
Writing: Composition	Plan their writing by: - Reading and analysing narrative, similar non-fiction and poetry in order to plan and write their own versions – showing increasing awareness of purpose and audience - Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry in preparation for their own writing - Discussing and recording ideas for planning - Creating and developing plots, settings and characters for narratives - Generating and selecting deliberate and ambitious word choices from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type/purpose and audience - Grouping related material into paragraphs and using headings and sub headings to organise information

	Evaluate, and edit by: • Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing • Discussing and proposing changes with partners and in small groups Improving writing in light of discussion and evaluation Perform their own compositions by: • Using appropriate intonation, tone and volume to present their writing to a group or class.
Writing: Spelling	• Apply Y3 spelling rules and guidelines, as listed in English Appendix 1 NC – taught via RWINC Spelling Programme • Use further prefixes and suffixes and understand how to add them • Spell further homophones • Use the first two/three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Learn to spell new words correctly and have plenty of practice in spelling them. • Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') • Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. • Spell many of the Y3 and Y4 statutory words correctly