

Year 3							
Range							
	Supported		Increased independence		Independent		End of year outcomes To achieve the expected standard in year 2, children should have achieved all of the statements below:
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	- Read books that are structured in different ways and for a range of different purposes. Types of books to be read this term: - Class reading book: Roald Dahl’s Revolting Rhymes, accompanying original Fairy tales, and play Script	- Read books that are structured in different ways and for a range of different purposes. Types of books to be read this term: - Class reading book: Tom’s Sausage Lion (Michael Morpurgo)	- Read books that are structured in different ways and for a range of different purposes. Types of books to be read this term: - Class reading book: The Accidental Prime Minister (Tom McLaughlin)	- Read books that are structured in different ways and for a range of different purposes. Types of books to be read this term: - Class reading book: Granpa Chaterjii (Jamila Gavin)	- Read books that are structured in different ways and for a range of different purposes. Types of books to be read this term: - Class reading book: The Number One Car Spotter (Atinuke)	- Read books that are structured in different ways and for a range of different purposes. Types of books to be read this term: - Class reading book: Charlie and the Chocolate Factory (Roald Dahl)	Read 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)
	Range - With teacher -led discussion and support, identify the language conventions of non-fiction in relation to text types e.g. instructions= impersonal, written as imperatives or commands, news reports= formal, concise language - With teacher-led discussion and support, Identify the structural conventions of non-fiction in relation to the text types e.g. letters= address, Dear..., yours sincerely, non-chronological report= heading, paragraphs. - With teacher-led discussion and support, identify how the structure and presentation of texts contributes to the meaning	Range - With teacher -led discussion and support identify the language conventions of non-fiction in relation to text types. e.g. instructions= impersonal, written as imperatives of commands, news reports= formal, concise language - With teacher-led discussion and support, Identify the structural conventions of non-fiction in relation to the text types e.g. letters= address, Dear..., yours sincerely, non-chronological report= heading, paragraphs. - With teacher-led discussion and support, identify how the structure and presentation of texts contributes to the meaning	Range - Begin to identify the language conventions of non-fiction in relation to text types. e.g. instructions= impersonal, written as imperatives of commands, news reports= formal, concise language - Begin to identify the structural conventions of non-fiction in relation to the text types e.g. letters= address, Dear..., yours sincerely, non-chronological report= heading, paragraphs. - Begin to identify how the structure and presentation of texts contributes to the meaning	Range - Begin to identify the conventions of non-fiction in relation to text types. e.g. instructions= impersonal, written as imperatives of commands, news reports= formal, concise language - Begin to identify the structural conventions of non-fiction in relation to the text types e.g. letters= address, Dear..., yours sincerely, non-chronological report= heading, paragraphs. - Begin to identify how the structure and presentation of texts contributes to the meaning	Range - Identify the language conventions of non-fiction in relation to text type (range) e.g. instructions= impersonal, written as imperatives of commands, news reports= formal, concise language - Identify the structural conventions of non-fiction in relation to the text types e.g. letters= address, Dear..., yours sincerely, non-chronological report= heading, paragraphs. - Identify how the structure and presentation of texts contributes to the meaning	Range - Identify the language conventions of non-fiction in relation to text type (range) e.g. instructions= impersonal, written as imperatives of commands, news reports= formal, concise language - Identify the structural conventions of non-fiction in relation to the text types e.g. letters= address, Dear..., yours sincerely, non-chronological report= heading, paragraphs. - Identify how the structure and presentation of texts contributes to the meaning	Range - Identify the language conventions of non-fiction in relation to text type (range) e.g. instructions= impersonal, written as imperatives of commands, news reports= formal, concise language - Identify the structural conventions of non-fiction in relation to the text type (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’
	Lead regular class discussion about what we mean by a theme; invite children to share their ideas about this from their own reading as well as in the class texts. Model how to gather evidence to spot what a theme might be.	Lead regular class discussion about what we mean by a theme; invite children to share their ideas about this from their own reading as well as in the class texts. Model how to gather evidence to spot what a theme might be.	Respond to questioning about themes with developing independence; agree or disagree with given assertions about whether a text contains a particular theme- say how they know. Continue to contribute observations from their own reading.	Respond to questioning about themes with developing independence; agree or disagree with given assertions about whether a text contains a particular theme- say how they know. Continue to contribute observations from their own reading.	Respond to questions about themes within a variety of texts and show that they can identify these.	Respond to questions about themes within a variety of texts and show that they can identify these.	Identify the over-arching theme of the text e.g. honesty, loneliness, good overcoming evil
Decoding							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End of year outcomes To achieve the expected standard in year 2, children should have achieved all of the statements below:
	Supported	Supported	Increased independence	Increased independence	Independent	Independent	
	Word reading: - With teacher support, practise how to apply their knowledge of root words, prefixes and suffixes including those in the Y3 spelling programme, to read aloud with confidence and without undue hesitation; also including the Y3 common exception words - Through teacher-led modelling and adult support, begin to note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words	Word reading: - With teacher support, practise how to apply their knowledge of root words, prefixes and suffixes including those in the Y3 spelling programme, to read aloud with confidence and without undue hesitation; also including the Y3 common exception words. - Through teacher-led modelling and adult support, begin to note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words	Word reading: - Begin to apply their knowledge of root words, prefixes and suffixes including those in the Y3 spelling programme, to read aloud with confidence and without undue hesitation; also including the Y3 common exception words. - Begin to note unusual correspondences with some independence and identify where these occur in the word, in relation to the yr3/4 common exception words	Word reading: - Begin to apply their knowledge of root words, prefixes and suffixes including those in the Y3 spelling programme, to read aloud with confidence and without undue hesitation; also including the Y3 common exception words. - Begin to note unusual correspondences with some independence and identify where these occur in the word, in relation to the yr3/4 common exception words	Word reading: - Independently apply their knowledge of root words, prefixes and suffixes including those in the Y3 spelling programme, to read aloud with confidence and without undue hesitation; also including the Y3 common exception words. - Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words	Word reading: - Independently apply their knowledge of root words, prefixes and suffixes including those in the Y3 spelling programme, to read aloud with confidence and without undue hesitation; also including the Y3 common exception words. - Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words	Word reading: Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation; also including the Yr3 common exception words - Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words

Language Comprehension							
	Vocabulary, Inference , Prediction , Explanation , Retrieval , Sequencing -KS1 & Summarising -KS2						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Sequencing Vocabulary	Oral: - With adult support, and/ or visual aids, story maps, sequencing prompts, orally retell whole stories/ section of stories linked to the year 3 range - Through teacher-led modelling and adult support, practise reciting poems by heart, using intonation, tone and volume to gain the interest of the listener - Through teacher-led modelling and adult support, practise reading aloud and perform play scripts, gaining the audience’s interest in the characters and plot e.g. using stage directions, volume and action	Oral: - With adult support, and/ or visual aids, story maps, sequencing prompts, orally retell whole stories/ section of stories linked to the year 3 range - Through teacher-led modelling and adult support, practise reciting poems by heart, using intonation, tone and volume to gain the interest of the listener - Through teacher-led modelling and adult support, practise reading aloud and perform play scripts, gaining the audience’s interest in the characters and plot e.g. using stage directions, volume and action	Oral: - Begin to orally retell whole stories/ section of stories with increased independence, including key events and correct sequence, linked to the year 3 range - Begin to recite poems by heart, developing the use of intonation, tone and volume to gain the interest of the listener - Begin to read aloud and perform play scripts, continue to develop ways of gaining the audience’s interest in the characters and plot e.g. using stage directions, volume and action	Oral: - Begin to orally retell whole stories/ section of stories with increased independence, including key events and correct sequence, linked to the year 3 range - Begin to recite poems by heart, developing the use of intonation, tone and volume to gain the interest of the listener - Begin to read aloud and perform play scripts, continue to develop ways of gaining the audience’s interest in the characters and plot e.g. using stage directions, volume and action	Oral: - Orally retell whole stories/ section of stories independently, linked to the year 3 range, including vocabulary and phrases used in the text - Recite poems by heart, using intonation, tone and volume to gain the interest of the listener - Read aloud and perform play scripts, gaining the audience’s interest in the characters and plot e.g. using stage directions, volume and action	Oral: - Orally retell whole stories/ section of stories independently, linked to the year 3 range, including vocabulary and phrases used in the text - Recite poems by heart, using intonation, tone and volume to gain the interest of the listener - Read aloud and perform play scripts, gaining the audience’s interest in the characters and plot e.g. using stage directions, volume and action	Oral: - Orally retell whole stories/ section of stories linked to the year 3 range - Recite poems by heart, using intonation, tone and volume to gain the interest of the listener - Read aloud and perform play scripts, gaining the audience’s interest in the characters and plot e.g. using stage directions, volume and action
Explanation Prediction Inference	Response: - Through teacher-led modelling of language, and with aids such as sentence starters and conversation banks for class discussion, begin to practise how they can discuss their understanding both of books they have read independently and books read to them. - Through teacher-led modelling, begin to explore how to make predictions based on stated and implied evidence. Spend time exploring these two concepts to enable children to spot them. - Through teacher-led modelling and adult support, draw inferences about characters’ thoughts and actions and model how to justify these with a single piece of evidence from the text, also modelling how to be precise in the selection of this evidence. - With adult support and modelling, express simple views about texts and listen to the views of others. - Through teacher-led modelling and support, practise questioning texts to clarify and improve their understanding of a text e.g. why didn’t the villagers trust Iron Man?	Response: - Through teacher-led modelling of language, and with aids such as sentence starters and conversation banks for class discussion, begin to practise how they can discuss their understanding both of books they have read independently and books read to them. - Through teacher-led modelling, begin to explore how to make predictions based on stated and implied evidence. 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Response: - Through class discussion and with growing independence, continue to practise how they can discuss their understanding both of books they have read independently and books read to them. - Through class discussion and with growing independence, practise using questions such as ‘what made you think that?’ Use shared thinking in order to begin making predictions based on stated and implied evidence. Explore which is harder and why. - Begin to draw inferences about characters’ thoughts and actions with growing independence, beginning to justify these with a single piece of evidence from the text, with continued adult guidance - Begin to express views about texts, providing some details about the basis for their views and listen to the views of others. - Begin to question texts with increased independence, to clarify and improve their understanding of a text e.g. why didn’t the villagers trust Iron Man?	Response: - Through class discussion and with growing independence, continue to practise how they can discuss their understanding both of books they have read independently and books read to them. - Through class discussion and with growing independence, practise using questions such as ‘what made you think that?’ Use shared thinking in order to begin making predictions based on stated and implied evidence. Explore which is harder and why. Use shared thinking to construct a number of predictions based on their current knowledge of the text - Begin to draw inferences about characters’ thoughts and actions with growing independence, beginning to justify these with a single piece of evidence from the text, with continued adult guidance - Begin to express views about texts, providing some details about the basis for their views and listen to the views of others. - Begin to question texts with increased independence, to clarify and improve their understanding of a text e.g. why didn’t the villagers trust Iron Man?	Response: - Through responding to questions, show how they can discuss their understanding both of books they have read independently and books read to them. - Through responding to questions and using shared thinking, show how they can make predictions based on stated and implied evidence. - Children respond to questioning by using shared thinking to show that they can draw inferences about characters’ thoughts and actions, and can use one piece of evidence from the text. - Express views about texts, explaining their thinking clearly. Listen to the views of others. - Question texts to clarify and improve their understanding of a text e.g. why didn’t the villagers trust Iron Man?	Response: - Through responding to questions, show how they can discuss their understanding both of books they have read independently and books read to them. - Through responding to questions, show how they can make predictions based on stated and implied evidence and their current understanding of the text. - Children respond independently to questioning to show that they can draw inferences about characters’ thoughts and actions, and can use one piece of evidence from the text to justify their reasons. - Express views about texts, explaining their thinking clearly. Listen to the views of others. - Question texts to clarify and improve their understanding of a text e.g. why didn’t the villagers trust Iron Man?	Response: - Discuss their understanding of both books they have read independently and books read to them - Predict what may happen based both on what has been stated (obvious) and implied (less obvious) - Draw inferences about characters’ thoughts and actions and justify these with a single piece of evidence from the text. - Express views and listen to the views of others - Question texts to clarify and improve their understanding of a text e.g. why didn’t the villagers trust Iron Man?
Vocabulary	Grammar & vocabulary - With adult support, identify and discuss the meaning of words in context - With teacher modelling and adult support, practise using age appropriate dictionaries to check the meaning of words e.g. junior dictionaries, word banks developed during English lessons - With teacher modelling and adult support, practise Identifying 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 used powerful verbs like flushed, drifting, sneaked, pluck.	Grammar & vocabulary - With adult support, identify and discuss the meaning of words in context - With teacher modelling and adult support, practise using age appropriate dictionaries to check the meaning of words e.g. junior dictionaries, word banks developed during English lessons - With teacher modelling and adult support, practise Identifying 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 used powerful verbs like flushed, drifting, sneaked, pluck.	Grammar & vocabulary - Begin to identify and discuss the meaning of words in context with some adult support, drawing on what they know about the text and linking new words to known vocabulary - With increasing confidence, and with adult guidance when necessary, use age appropriate dictionaries to check the meaning of words e.g. junior dictionaries, word banks developed during English lessons - With increased independence, and with adult guidance when necessary, 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 used powerful verbs like flushed, drifting, sneaked, pluck.	Grammar & vocabulary - Begin to identify and discuss the meaning of words in context with increased independence, drawing on what they know about the text and linking new words to known vocabulary - With increasing confidence, and with adult guidance when necessary, use age appropriate dictionaries to check the meaning of words e.g. junior dictionaries, word banks developed during English lessons - With increased independence, and with adult guidance when necessary, 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 used powerful verbs like flushed, drifting, sneaked, pluck.	Grammar & vocabulary - Identify and discuss the meaning of words in context, drawing on what they know about the text and linking new words to known vocabulary - Use age appropriate dictionaries to check the meaning of words e.g. junior dictionaries, word banks developed during English lessons - 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 used powerful verbs like flushed, drifting, sneaked, pluck.	Grammar & vocabulary - Identify and discuss the meaning of words in context, drawing on what they know about the text and linking new words to known vocabulary - Use age appropriate dictionaries to check the meaning of words e.g. junior dictionaries, word banks developed during English lessons - 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 used powerful verbs like flushed, drifting, sneaked, pluck.	Grammar & vocabulary - Identify and discuss the meaning of words in context (this needs to happen every time children read with an adult) - Use age appropriate dictionaries to check the meaning of words e.g. junior dictionaries, word banks developed during English lessons - 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 used powerful verbs like flushed, drifting, sneaked, pluck.

Sequencing Retrieval	Organisation and research: - Teacher models and class discusses and attempts to summarise the main ideas within a paragraph or section e.g. this paragraph is about how the boy feels, this section is about the baby giraffes. - With teacher-led modelling and adult support, practise using contents and sub-headings to locate relevant information. Discuss and model how to cut out information that is not needed. - Teacher models and, with support, class try out using skimming to locate main ideas and scanning to locate requested information	Organisation and research: - Teacher models and class discusses and attempts to summarise the main ideas within a paragraph or section e.g. this paragraph is about how the boy feels, this section is about the baby giraffes. - With teacher-led modelling and adult support, practise using contents and sub-headings to locate relevant information. Discuss and model how to cut out information that is not needed. - Teacher models and, with support, class try out using skimming to locate main ideas and scanning to locate requested information	Organisation and research: - With support, children use shared thinking in order to continue to summarise the main ideas within a paragraph or section e.g this paragraph is about how the boy feels, this section is about the baby giraffes. - Begin to use contents and sub-headings to locate relevant information with increased independence. Begin to independently cut out information that is not needed. - Begin to use skimming to locate main ideas and scanning to locate requested information, with some adult guidance	Organisation and research: - With support, children use shared thinking in order to continue to summarise the main ideas within a paragraph or section, this paragraph is about how the boy feels, this section is about the baby giraffes. - Begin to use contents and sub-headings to locate relevant information with increased independence. Begin to independently cut out information that is not needed. - Begin to use skimming to locate main ideas and scanning to locate requested information, with some adult guidance	Organisation and research: - Independently, children show that they can summarise the main ideas within a paragraph or section, this paragraph is about how the boy feels, this section is about the baby giraffes. - Use contents and sub-headings to locate relevant information, confidently cutting out information that is not needed. - Children respond to questioning by skimming to locate main ideas and scanning to locate requested information	Organisation and research: - Independently, children show that they can summarise the main ideas within a paragraph or section, this paragraph is about how the boy feels, this section is about the baby giraffes. - Use contents and sub-headings to locate relevant information, confidently cutting out information that is not needed. - Children respond to questioning by skimming to locate main ideas and scanning to locate requested information,	Organisation and research: - Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how the boy feels, this section is about the baby giraffes. - Use contents and sub-headings to locate relevant information. - Use skimming to locate the main ideas within a text and scanning to locate pieces of information.
Retrieval	Research - With teacher-led modelling and adult support, children learn how to make notes from one source to capture key information about a topic - e.g. information about penguins’ habitats, through recording and highlighting sentences and key words. - With teacher-led modelling and adult support, identify a main topic of research, through shared reading.	Research - With teacher-led modelling and adult support, children learn how to make notes from one source to capture key information about a topic - e.g. information about penguins’ habitats, through recording and highlighting sentences and key words. - With teacher-led modelling and adult support, identify a main topic of research, through shared reading.	Research - Begin to make notes from one source to capture key information about a topic, with some adult guidance e.g. information about penguins’ habitats, through recording and highlighting sentences and key words. - With some support, identify a main topic of research, through shared reading and begin to identify a main topic of research independently	Research - Begin to make notes from one source to capture key information about a topic, with some adult guidance e.g. information about penguins’ habitats, through recording and highlighting sentences and key words. - With some support, identify a main topic of research, through shared reading and begin to identify a main topic of research independently	Research - Make notes from one source that capture the key information about a topic e.g. information about penguins’ habitats, through recording and highlighting sentences and key words. - Identify a main topic of research, independently and through shared reading.	Research - Make notes from one source that capture the key information about a topic e.g. information about penguins’ habitats, through recording and highlighting sentences and key words. - Identify a main topic of research, independently and through shared reading.	Research Make notes from one source to capture key information about a topic- e.g. information about penguins’ habitats, through recording and highlighting sentences and key words. Identify a main topic of research, independently and through shared reading.