Learning and Progression Steps (LAPS) in Reading
Planning for Progression: Year 3

Range:	Books at an age appropriate interest level including: • Fiction e.g. *fables, fairy tales, folk tales, mystery and adventure, play scripts.* • Non-fiction e.g. *recounts, diaries, non-chronological reports, persuasion.* • Poetry e.g. *classic poetry, shape poems, calligrams, poems on a theme.*			
	LAP 1	**LAP 2**	**LAP 3**	**Key Learning**
Word Reading	• Use knowledge of root words to understand meanings of words, e.g. *forget, forgetting; begin, beginner; garden, gardening, gardener.*	• Use knowledge of root words to understand meanings of words, e.g. *limit, limiting, limited, limitation.*	• Use knowledge of root words to understand meanings of words, e.g. *base, basic, basically; drama, dramatic, dramatically.*	• Use knowledge of root words to understand meanings of words.
	• Use prefixes to understand meanings e.g. un-, dis-, mis (meaning 'not'): *unacceptable, unlock, unbelievable; disappoint, disagree, disobey; misbehave, mislead, misspell.*	• Use prefixes to understand meanings e.g. re- (meaning 'again' or 'back'), pre- (meaning 'before') *refresh, redecorate, reappear; preschool, prepay, prehistoric*	• Use prefixes to understand meanings e.g. in-, im- (meaning 'not'): *incorrect, inactive, inappropriate; impossible, immature, impolite.*	• Use prefixes to understand meanings e.g. *un-, dis-, mis-, re-, pre-, im-, in-.*
	• Use suffixes to understand meanings e.g. -ly (meaning 'in this way'): *sadly, finally, completely.*	• Use suffixes to understand meanings e.g. –ly (meaning 'in this way'): *energetically, frantically, gently, nobly, comically.*	• Use suffixes to understand meanings e.g. –ous (meaning 'full of'): *mountainous, humorous, poisonous, dangerous, courageous.*	• Use suffixes to understand meanings e.g. *-ly, -ous.*
	• Read and understand selected words from the Year 3 list (selected from the statutory Year 3/4 word list).	• Read and understand selected words from the Year 3 list (selected from the statutory Year 3/4 word list).	• Read and understand selected words from the Year 3 list (selected from the statutory Year 3/4 word list).	• Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list).
Developing pleasure in reading and motivation to read	• Identify the main events from a story in sequence by saying what happened at each stage, e.g. *first of all..., later on..., after that..., eventually..., finally...* etc.	• Identify and record the main events of a story in sequence, e.g. story map, story board. Use to retell.	• Sequence the main events in stories, orally and in note/picture form. Discuss each main event, sharing opinions.	• Sequence and discuss the main events in stories.
	• Orally retell stories including all main events in sequence.	• Orally retell stories including detail and vocabulary from the text to engage the listener.	• Orally retell stories, engaging the listener through eye contact, expression and gesture.	• Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales.*
	• Discuss morals in fables, e.g. *The Hare and the Tortoise, The Fox and the Crow, The Lion and the Mouse.*	• Discuss themes in fairy tales and folk tales e.g. *good over evil, weak and strong, wise and foolish, rich and poor.*	• Identify and discuss themes in fairy tales and folk tales e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.*	• Identify and discuss themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.*

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Developing pleasure in reading and motivation to read Contd.	• Identify and discuss conventions of fables e.g. *animals which behave like humans, a lesson learnt, one or two characters only.*	• Discuss conventions of fairy tales or folk tales, introduced by the teacher e.g. *magical sentence, a wish, a spell or a chant, repeated several times.*	• Identify and discuss conventions of fairy tales and folk tales e.g. *numbers three and seven in fairy tales, characters* **who** *speak in riddles, rhymes or old-fashioned English.*	• Identify and discuss conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times.*
	• Prepare poems to read aloud by text marking, colour coding and annotating to support rehearsal and performance.	• Prepare poems or play scripts to read aloud by text marking, colour coding and annotating to support rehearsal and performance.	• Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.	• Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.
Understanding the text	• Choose favourite words and phrases from a range of texts.	• Identify and discuss favourite words and phrases which capture the reader's interest and imagination.	• Identify, discuss and independently collect favourite words and phrases which capture the reader's interest and imagination.	• Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
	• Identify unfamiliar words and discuss possible meanings.	• Work out the meaning of unfamiliar words by using the context.	• Explain the meaning of unfamiliar words by using the context.	• Explain the meaning of unfamiliar words by using the context.
	• Use the first two letters to locate words in a dictionary.	• Use dictionaries (first two letters) to check meanings of words they have read and identify the *appropriate* definition in relation to the context of the text.	• Use dictionaries (first two letters) to check meanings of words they have read, identifying the *appropriate* definition and explaining its use in relation to the context of the text.	• Use dictionaries to check meanings of words they have read.
	• Use expression when reading aloud.	• Use appropriate intonation and expression when reading aloud.	• Use appropriate intonation, tone and volume when reading aloud.	• Use intonation, tone and volume when reading aloud.
	• Take note of punctuation when reading aloud, e.g. *pausing at full stops, changing voice in response to an exclamation mark.*	• Take note of punctuation when reading aloud, e.g. *show a rising inflection in response to a question mark.*	• Take note of punctuation when reading aloud, e.g. *changing voice in response to inverted commas, pausing at commas in lists and commas used to demarcate clauses.*	• Take note of punctuation when reading aloud.
	• Discuss their understanding of the text using tentative language, e.g. *Perhaps..., I am interested by...*	• Discuss their understanding of the text using tentative language, e.g. *I am puzzled by..., I'd like to know if..., I'm not sure but...*	• Discuss their understanding of the text using tentative language, e.g. *At first I thought...but now..., I was wondering whether...*	• Discuss their understanding of the text.
	• Raise own questions during the reading process to deepen understanding e.g. *What did he do..., What did he think when...?*	• Raise own questions during the reading process to deepen understanding e.g. *Why did..., How did...? What happened when...?*	• Raise own questions during the reading process to deepen understanding e.g. *Why did the character..., What might happen if she..?*	• Raise questions during the reading process to deepen understanding e.g. *I wonder why the character.*

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Understanding the text Contd.	• Draw inferences around characters actions, e.g. *Why did the Pied Piper take revenge? Why did the hare challenge the tortoise to a race?*	• Draw inferences around characters thoughts, feelings and actions.	• Draw inferences around **characters'** thoughts, feelings and actions, and justify with evidence from the text.	• Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
	• Make predictions based on details stated.	• Make plausible predictions based on details stated.	• Make predictions based on details stated, giving reasons.	• Make predictions based on details stated.
	• Respond to a statement using true or false; give simple reasons, drawing on the text, e.g. *The Snow Queen is an evil character – true or false?*	• Provide evidence to support a statement provided by the teacher, e.g. *The Iron Man is a mysterious character. What evidence is there to support this point?*	• Justify responses to the text using the PE prompt (Point + Evidence).	• Justify responses to the text using the PE prompt (**P**oint + **E**vidence).
	• Discuss the purpose of paragraphs in non-fiction texts, e.g. *non-chronological reports, biographies, persuasive letters.*	• Discuss the purpose of paragraphs in non-fiction texts and identify the key idea of each paragraph, e.g. *discussion texts, information texts.*	• Discuss the purpose of paragraphs and identify the key idea of each paragraph by labelling, e.g. *explanations, information texts.*	• Discuss the purpose of paragraphs. • Identify a key idea in a paragraph.
	• Analyse texts looking at structure and presentation e.g. *persuasive letters and leaflets, shape poems and calligrams.*	• Analyse texts looking at language, structure and presentation e.g. *poems on a theme, discussion texts.*	• Analyse and evaluate texts looking at language, structure and presentation e.g. *play scripts, classic poetry, explanations.*	• Analyse and evaluate texts looking at language, structure and presentation e.g. *persuasive letter, diary and calligram* etc.
Non-fiction information retrieval	• Activate prior knowledge and prepare for research by creating a mind map, or concept map, of what is already known about the subject.	• Prepare for research by identifying what is already known and generate possible questions about the subject.	• Prepare for research by identifying what is already known about the subject, generate key questions to structure the task, e.g. *create a KWL grid.* Complete the KWL grid with answers to questions generated.	• Prepare for research by identifying what is already known about the subject and key questions to structure the task.
	• Identify how specific information is organised within a non-fiction text e.g. *sub headings, bullet points, glossaries, diagrams.*	• Describe how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossaries, diagrams.*	• Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossaries, diagrams.*	• Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossary, diagrams.*
	• Use a title, cover and blurb to determine whether a book will provide relevant information for research.	• Use the title and contents page to appraise whether a book will provide relevant information for research.	• Quickly appraise a text to evaluate usefulness.	• Quickly appraise a text to evaluate usefulness.

Non-fiction information retrieval Contd.	• Locate features of information texts in print and on screen, e.g. *contents, index, page numbers, hyperlinks and icons.*	• Locate features of information texts in print and on screen, e.g. *contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.*	• Navigate texts in print and on screen using contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.	• Navigate texts in print and on screen.
	• Record information from non-fiction texts. Complete charts using key words, phrases or sentences.	• Record information from non-fiction texts by making simple notes e.g. *key words and phrases, page references and headings, and use these in subsequent writing.*	• Record information from a range of non-fiction texts. Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. *flow chart, 'for' and 'against' columns.*	• Record information from a range of non-fiction texts.
Participating in Discussion	• Participate in discussion about what is read to them and books they have read independently, e.g. *answering questions, and making relevant comments.*	• Participate in discussion about what is read to them and books they have read independently, e.g. *generating, asking and answering questions, making comments using tentative language.*	• *Participate in discussion about what is read to them and books they have read independently, e.g. expressing preferences, providing opinions, generating, asking and answering questions, and making relevant comments.*	• Participate in discussion about what is read to them and books they have read independently.
	• Discuss and follow simple rules for discussion.	• Consider and choose from a selection of rules for effective discussion provided by the teacher.	• Develop and agree on rules for effective discussion, taking turns and listening to what others say.	• Develop and agree on rules for effective discussion. Take turns and listen to what others say.
	• Make contributions in group situations e.g. *pairs and guided groups.*	• Make and respond to contributions in group situations e.g *pairs and guided groups.*	• Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*	• Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*

Year 3 Word List for Reading and Spelling

accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight /eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	