



An Example of Progression in Reading Across Year 3 – Developing Pleasure in Reading and Motivation to Read.

Range:	Books at an age appropriate interest level including: <ul style="list-style-type: none"> • Fiction e.g. <i>fables, fairy tales, folk tales, mystery and adventure, play scripts.</i> • Non-fiction e.g. <i>recounts, diaries, non-chronological reports, persuasion.</i> • Poetry e.g. <i>classic poetry, shape poems, calligrams, poems on a theme.</i> 			
Developing pleasure in reading and motivation to read	<ul style="list-style-type: none"> • Identify the main events from a story in sequence by saying what happened at each stage, e.g. <i>first of all..., later on..., after that..., eventually..., finally...</i> etc. 	<ul style="list-style-type: none"> • Identify and record the main events of a story in sequence, e.g. story map, story board. Use to retell. 	<ul style="list-style-type: none"> • Sequence the main events in stories, orally and in note/picture form. Discuss each main event, sharing opinions. 	<ul style="list-style-type: none"> • Sequence and discuss the main events in stories.
	<ul style="list-style-type: none"> • Orally retell stories including all main events in sequence. 	<ul style="list-style-type: none"> • Orally retell stories including detail and vocabulary from the text to engage the listener. 	<ul style="list-style-type: none"> • Orally retell stories, engaging the listener through eye contact, expression and gesture. 	<ul style="list-style-type: none"> • Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales.</i>
	<ul style="list-style-type: none"> • Discuss morals in fables, e.g. <i>The Hare and the Tortoise, The Fox and the Crow, The Lion and the Mouse.</i> 	<ul style="list-style-type: none"> • Discuss themes in fairy tales and folk tales e.g. <i>good over evil, weak and strong, wise and foolish, rich and poor.</i> 	<ul style="list-style-type: none"> • Identify and discuss themes in fairy tales and folk tales e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i> 	<ul style="list-style-type: none"> • Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i>
Developing pleasure in reading and motivation to read Contd.	<ul style="list-style-type: none"> • Identify and discuss conventions of fables e.g. <i>animals which behave like humans, a lesson learnt, one or two characters only.</i> 	<ul style="list-style-type: none"> • Discuss conventions of fairy tales or folk tales, introduced by the teacher e.g. <i>magical sentence, a wish, a spell or a chant, repeated several times.</i> 	<ul style="list-style-type: none"> • Identify and discuss conventions of fairy tales and folk tales e.g. <i>numbers three and seven in fairy tales, characters who speak in riddles, rhymes or old-fashioned English.</i> 	<ul style="list-style-type: none"> • Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times.</i>
	<ul style="list-style-type: none"> • Prepare poems to read aloud by text marking, colour coding and annotating to support rehearsal and performance. 	<ul style="list-style-type: none"> • Prepare poems or play scripts to read aloud by text marking, colour coding and annotating to support rehearsal and performance. 	<ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.