Pathways to Read

Year 3 Reading Skills

Meaning of words, retrieval, sequence/summarise, inference, prediction,

structure and organisation, language choice and making comparisons

Clarify vocabulary: progression in meaning of words

Year group	National curriculum	Skill progression	Questions
3	Explore the meaning of words in context	• Discuss understanding and identify the meaning of words in context • Use dictionaries to check the meanings of words they have read • Discuss words and phrases that capture the reader's interest and imagination	Find and copy one word which shows that… What does… mean in this sentence? What do the words … mean? Which word is closest in meaning to ___? (Give options) Find and copy one word which means… What does the word ___ tell you about…? Choose the best words to match the description (multiple choice x 4) Find and copy one word that shows the character is upset/angry/happy etc Circle two words in the text that tell you… Select a word that shows… Which keyword(s) tell you about the character and/or setting? Use the dictionary to find the meaning of the word… Use the dictionary to find other words that mean the same as ….

Progression in retrieval

Year group	National curriculum	Skill progression	Questions
3	Ask questions to improve their understanding of a text Retrieve and record information from non-fiction	• Ask questions and find answers to simple questions in a text • Retrieve and record information from non-fiction • Answer literal retrieval questions and locate the information in the text • Locate information using skimming • Use a contents page and an index page to locate information	List… Match… Underline / highlight… Choose… What is…? Why had…? Who else…? What event…? Why do…? Why has..? Where is? Give one… Name two… Tick… Two columns. Which two…? Where is the contents page/ index/ chapter on…? Give one reason… Find a description of… Can you tell us about your favourite book / part of the book? Explain why you like it. What are the ___ for? How do the sub-headings make the text easier to read? Match the sub-heading to the paragraph Can you explain how information is related in this book? Where would you find information about…? What is one (name) that _____ have been called? Why is the word ___ in bold print / italics? What features could a ___ text have?

Progression in sequencing/summarising

Year group	National curriculum	Skill progression	Questions
3	Identify main ideas drawn from more than one paragraph and summarise these	• Identify main ideas within a text or within a paragraph and summarise these	Can you number these events 1-3 in the order that they happened? Can you order these 4 sections of text? Retell the 3 main events in the story. List 3 words to describe what the story is about. List 3 words about the character. Match one word to a section of text. What does the first sentence in the paragraph/sub-heading/title tell us? 1 minute timer. Highlight the text every time you see the word_____ . Match the sub-heading to the main text.

Progression in inference

Year group	National curriculum	Skill progression	Questions
3	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	• Discuss the actions and relationships of the main characters and justify views using evidence from the text • Discuss the relationship between characters based on dialogue Use clues from action, dialogue and description to establish meaning Identify themes and conventions in a range of books	How did (character) feel when…? What did (character) describe as …? Why was (character) sad/happy/laughing? How can you tell? What impression do you get of….? How do you feel about (character)? Why? What is the relationship between (character) and (character)? "Speech quote" – what does this say about the character? "Speech quote" – what does this say about the relationship between the two characters? How did (character) feel at (point in the story)? How does (character) feel in this setting? Choose words which support your view. What suggests / implies that… Give two things. What is the mood in this setting? Which words suggest this? What is the main theme in this story? (e.g. good over evil, weak over strong, friendship, magic) What is the main theme of this information? What are the magical objects in these stories? What is similar/different? How can you tell that… Give one piece of evidence. Explain two ways… using evidence from the text to explain your answer.

Progression in prediction			

Year group	National curriculum	Skill progression	Questions
3	Predict what might happen from details stated and implied	• Predict what might happen from details stated and implied • Make predictions about characters' actions and look for evidence of change as a result of events • Identify settings and predict events that are likely to happen	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. What might (character) do in this story? Will (character) behave the same way in the beginning and the end? Event: what will happen to the character now? What will they do next? Is the character similar to any other characters / people you know? How would they behave in this situation? Setting (place, time, weather, atmosphere): what might happen here? Which settings will the character be scared/unhappy/content/friendly in? What will happen next? (following a chapter, setting or event)

Progression in structure and organisation

Year group	National curriculum	Skill progression	Questions
3	Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning	• Identify the features of some non-fiction text types • Identify and discuss the use of contents and index pages to locate information in non-fiction texts • Begin to understand the purpose of the paragraph and how they help to group information • Discuss why the author has chosen a range of vocabulary to describe a character or a setting	Find the labels, title, subheadings, diagram, contents page, index, glossary, information on… How has the author helped us to be able to read this book? (structure and lay-out) Why has it been organised like this? What are the ___ for? Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about…? What is one (name) that _____ have been called? Why is the word ___ in bold print / italics? What features could a ___ text have? Use alphabet to use index and glossary. Use the first 2 or 3 letters of words to order. Explain why the author used _____ (noun phrases, vocabulary) to describe a character. Explain why the author used _____ (noun phrases, vocabulary) to describe a setting. How does the writer make it interesting / engaging/ exciting in the first paragraph/ ending? Explain how the paragraph gives a positive / negative impression of the setting.

Progression in language choice

Year group	National curriculum	Skill progression	Questions
3	Discuss words and phrases that capture the reader's interest and imagination	• Discuss the effect of key words or phrases used to build mood or tension • Comment on the overall effect of the text • In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration	How does the story start? Which words are used? Can you find the repeated words and any patterns in the text? Alliteration? Rhyme? Find the words which move time on in the story. Which are the words which make this sound like a traditional tale, a myth, adventure story? How does the author make the text funny/sad/scary/exciting? Find the words which build tension in the story. Find the words which convey the mood in the story. Find two words or phrases which make the passage seem… Find two words or phrases which show the writer thinks… Explain how the words… make it seem… How can you tell this story was written a long time ago? Which words show this? Which words are funny? Scary?