Overview of progression in reading - content domains
Year 3

Content Domain	Question types	Examples
2a **Vocabulary** Give/explain the meaning of words in context.	1. **Find** and **Copy** one word that means the same as. 2. **Find** and **Copy** a group of words that means. 3. **Find** and **Copy** an example/examples from a given text. 4. Mix and match tables 5. Tick one word that means the same as.	1. **Find** and **copy** a word that means the same as 'go slow' *The words should be reasonably challenging, as the new curriculum puts a lot of emphasis on vocabulary knowledge.* 2. **Find** and **copy** a group of words that means 'a special path for bicycles' *You will probably find more opportunity to do this in non-fiction writing, but try to get it in across as text types.* 3. **Find** and **copy** the word below that means 'variety' Kid's mountain bikes come in arrange of specifications: some have no gears, some have five gears, others have 18 gears. *Again, note that the vocabulary is challenging!* 4. Draw a line to match each word with its meaning | Hot		arid
cold		frosty
dry		scorched | *There is normally one given, with 3/4 examples to choose from.* 5. Tick one word that means 'scary' Glamorous ☐ Genuine ☐ Terrifying ☐ Anxious ☐ *The synonyms are normally either quite close in meaning to each other, or are unfamiliar words that the children have to find and establish meaning for.*

2b **Retrieve** Retrieve and record information/identify key details from fiction and non fiction	

1. Give **a different** reason for…	1. Sophie was scared of the giants because they were so loud. Give another reason that they scared her. *Children need to work on not repeating the same reason via rewording.*
2. What **thing/two** things… ?	2. The weather was awful that day - what **two** things show you this? 1. _____ 2. _____ *Obviously, there can be three or even four, but the answers should be retrieved not inferred.*
3. Tick the correct option/s.	3. The BFG's favourite food was: ☐ maggots ☐ stale bread ☐ snozzcumbers ☐ sausages in gravy *The answer needs to be retrieved. It should not be too complicated at all.*
4. Finish the sentence (by copying)	4. Finish the sentences below: 1. The best time of day to water your garden is _____. 2. If you water it when it is sunny, you may _____ plants. *The children should have to work reasonably hard to find the information, but it should be retrievable.*
5. Complete the table	5. Complete the table below using the text | Character	What they were doing	What they were wearing
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Marco	Walking through the woods with his dog.	
Gran		A wolf costume.
	Shouting at the ducks for stealing his gingerbread.		 *The children should be able to fill in numerous sections on one line, or just fill in one when they are starting to learn this skill.*
6. **How** questions (similar to what)	6. How can you tell Sophie was scared of the giants? *Although it looks similar in structure to an inference question, the answer should be retrieved.*
7. **Find** and **copy** the word/phrase/line	7. **Find** and **copy** the word that shows Jenny does not want to go to Grandma's house *The answer should be able to be retrieved, with no inference.*

2c **Summarise** Summarise main ideas from more than one paragraph.	I. Number the events…	I. Number the events is the poem as they happen. ☐ Billy finds a snail in his hat ☐ The children go walking through the pond ☐ Billy puts the snail into the pond ☐ The sun is shining in the morning ☐ The children go for a walk by the mill pond. *Though sequencing, this is an early form of summarising in the tests.*
2d **Infer** Make inferences from the text/explain and justify inferences with evidence from the text.	I. Why do you think…? questions 2. How can…? Questions - give evidence 3. Who is…? Questions 4. Multiple choice questions 5. Yes/No - giving evidence	I. Why do you think that the fox was so angry? *The children need to get into the habit of using evidence to back up their opinion. This should be copied from the text.* 2. How can you tell the fox was angry? *Again, the children should be using evidence and looking for clues within the text that suggest or imply something.* 3. Who is the author of the poem? *Use these questions when there is uncertainty, and the children need to use clues that suggest who/what someone/thing is - this does not need to be in a poem.* 4. Choose the word that best describes how the fox was feeling. ☐ Unhappy ☐ Angry ☐ Confused ☐ Embarrassed *To extend pupils learning, they could possibly be forced to justify their choice using evidence from the text.* 5. Do you think the fox should have been disqualified? ☐ Yes ☐ No Give a reason that makes you think this. *The reason should not be retrievable, but should have to be inferred from clues within the text.*

	6. Tick box questions - choose by inference only .	6. Which word best describes each character?

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Character/ description	Rat	Beetle
Angry		
Modest		
Bossy		
Shy		
boastful		

There could be some cross over with domain 2a (word meaning) here, so try to build opportunities for vocabulary building.

7. What does...? questions

7. What lesson does the lion learn from the crow?
The children will have to explain their ideas, and justify them with evidence to receive the mark.

2e
Predict

Predict what might happen from the details given and implied.

1. What do you think will happen next?

1. What will happen to the tiger?

Children need to give plausible suggestions based on the text, not guess. This demands quite close reading, and is difficult.

2. Who/what will...?

2. Who do you think will win the race?
☐ Ben   ☐ Mark

Give a reason why you think this will happen.
At this point, predictions will be made based on simple inference, for instance 'Mark has hurt his leg, so Ben will be able to win the race.'

2f
Identify/explain content

Identify/explain how information/narrative content is related and contributes to meaning as a whole.

1. The word........ is used - what does this show?

1. In the poem, the word *but* shows something is going to happen.

What is the main change?

In this type of question, children need to draw comparisons, comparing different parts of the text BUT won't necessarily have to talk about before/after - perhaps only before or only after.

2g **Word choice** Identify/explain how meaning is enhanced through choice of words and phrases.	1. Why has the word……… been used? 2. What does the word ……. show you?	1. Look at the last words in the poem: Stop… STOP! What does this suggest is happening at the end of the poem? *The children will find this difficult at first, so you will want to choose some fairly obvious examples and build from there.* 2. The author says the children were *charging around* the playground. What does this show you about how the children were moving around? *This is a good opportunity to look at techniques such as figurative language, and how the author chooses a word to create a clear image.*
2h **Compare** Make comparisons within the text.	1. How has… changed/different?	1. At the end of the story, Martin is feeling quite relieved. How have his emotions changed from the beginning to the end of the story? *The children are expected to make clear reference to before and after, giving examples. The change here will be quite a marked one, with little need for inference from the reader.*