

## Year 3 reading assessment

	Working towards expected standard	Working at the national standard	Working at greater depth
	Sufficient evidence shows the ability to...	Sufficient evidence shows the ability to...	Sufficient evidence shows the ability to...
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>Read a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths, legends, poetry, plays and non-fiction books), developing in fluency; read with occasional support.</li> <li>Read a developing range of common exception words by sight, noting unusual correspondence between spelling and sound; read most common exception words in the YR 2 spelling appendix.</li> <li>Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words.</li> <li>Recognise the root and affixes of a range of words in the YR 3 spelling appendix e.g. forgetting, gardening, angrily, action, supermarket.</li> <li>Prepare poems and play scripts to read aloud and perform, with support; attempt to use appropriate intonation and volume</li> </ul>	<ul style="list-style-type: none"> <li>Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.</li> <li>Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound.</li> <li>Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</li> <li>Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.</li> <li>Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.</li> <li>Read almost all familiar common exception words by sight, noting unusual correspondence between spelling and sound.</li> <li>Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</li> <li>Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.</li> <li>Independently or in small groups, prepare poems and play scripts to read aloud and perform. Show appropriate intonation, tone, expression and volume when reciting or reading aloud</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Enjoy reading a range of texts, making choices and being able to say why those choices were made; talk about books read in and out of school.</li> <li>Listen to and talk about a range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.</li> <li>Listen to and talk about some non-fiction or reference or text books, that are structured in different ways; identify some typical features e.g. title, subheadings, lists of facts and information, photographs.</li> <li>Identify themes in a few books e.g. What is it mainly about? Identify a few simple conventions in books e.g. How does a fairy story often begin? What usually happens to the villain? How are information books often organised?</li> <li>Recognise one or two different forms of poetry, such as shape poems, free verse or narrative; recognise their difference.</li> <li>Draw inferences not immediately obvious from the text e.g. characters' feelings, thoughts and motives, from their actions or words.</li> <li>Predict what might happen, with some prompting.</li> <li>Find ways to explain what words within texts mean; use a dictionary with guidance, to check meanings.</li> <li>Sometimes re-read or self-check, to make the meaning clear.</li> <li>Provide a simple explanation of a text, to show their understanding.</li> <li>Find and record information; sometimes require support.</li> <li>Begin to identify how words or presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.</li> <li>Pick out words and phrases which interest them and help them to imagine things.</li> <li>During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say</li> </ul>	<ul style="list-style-type: none"> <li>Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.</li> <li>Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.</li> <li>Listen to and discuss a range of non-fiction and reference or textbooks that are structured in different ways; identify their particular characteristics; recognise typical presentational features.</li> <li>Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented.</li> <li>Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.</li> <li>Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.</li> <li>Predict what might happen from details stated and implied.</li> <li>Explain the meaning of words in context; use dictionaries to check meanings.</li> <li>Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.</li> <li>Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.</li> <li>Retrieve and record information from non-fiction texts.</li> <li>Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.</li> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say</li> </ul>	<ul style="list-style-type: none"> <li>Fully engage with and enjoy reading a wide range of texts, making choices and explaining preferences; can name preferred authors and text types, drawing comparisons; discuss books enjoyed both in and out of school; know how to locate books in a library.</li> <li>Listen to, discuss and express and justify views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.</li> <li>Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their particular characteristics confidently and without support; identify typical presentational features.</li> <li>Identify themes and conventions in a range of books e.g. identify a theme of 'poverty' or 'life cycles'; recognise the conventions of a legend or play; recognise how a non-fiction book is presented in order to better inform the reader.</li> <li>Recognise several different forms of poetry, such as shape poems, free verse or narrative; explain their differences of style and layout.</li> <li>Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.</li> <li>Provide credible predictions about what might happen, within the context.</li> <li>Explain the meaning of words in context; use dictionaries independently.</li> <li>Re-read automatically to ensure that the text makes sense, reading to the punctuation.</li> <li>Explain, with sufficient detail, their understandings of the text e.g. explain events; describe a character's actions.</li> <li>Retrieve and record information confidently from non-fiction texts.</li> <li>Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'threatening' means that the storm is close and could be dangerous; that the use of bold font makes the important facts stand out.</li> <li>Discuss and explain vocabulary that captures the reader's imagination.</li> <li>During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say</li> </ul>