

Year 3 Reading Assessment

| Working towards the expected standard | | | | | | |
|--|--|--|--|--|--|--|
| Word Reading | | | | | | |
| The pupil can: | | | | | | |
| apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet | | | | | | |
| read further exception words, noting the unusual | | | | | | |
| Comprehension | | | | | | |
| The pupil can develop positive attitudes to reading and understanding of what they read. The pupil can: | | | | | | |
| listen to and discuss some fiction, poetry, plays, non-fiction and reference books or textbooks | | | | | | |
| read some books that are structured in different ways and read for a range of purposes | | | | | | |
| begin to use simple dictionaries to check the meaning of some words that they have read | | | | | | |
| increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | | | | | | |
| identify some simple themes and conventions in a range of books | | | | | | |
| prepare some short poems and play scripts excerpts to read aloud and to perform, showing some understanding through intonation, tone, volume and action | | | | | | |
| with guidance, discuss some words and phrases that capture the reader's interest and imagination | | | | | | |
| recognise some different forms of poetry [for example, free verse, narrative poetry] | | | | | | |
| The pupil can understand what they read; in books they can read independently. The pupil can: | | | | | | |
| check that the text makes sense to them, discuss some of their understanding and explain the meaning of some words in context | | | | | | |
| ask some questions to improve their understanding of a text | | | | | | |
| make simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with some evidence | | | | | | |
| predict what might happen from details stated | | | | | | |
| identify main ideas drawn from a short text and summarise these | | | | | | |
| begin to identifying how some language contributes to meaning | | | | | | |
| with guidance, retrieve and record the salient / main points from non-fiction | | | | | | |
| participate in some discussion about both books that are read to them and some of those they can read for themselves, taking turns and listening to what others say | | | | | | |
| Working at the expected standard | | | | | | |
| Word Reading | | | | | | |
| The pupil can: | | | | | | |

Year 3 Reading Assessment

| | | | | | | |
|--|--|--|--|--|--|--|
| apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet | | | | | | |
| read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | | | | | |
| Comprehension | | | | | | |
| The pupil can develop positive attitudes to reading and understanding of what they read. The pupil can: | | | | | | |
| listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | | | | | | |
| read a range of books that are structured in different ways and read for a range of purposes | | | | | | |
| use dictionaries to check the meaning of many unknown words that they have read | | | | | | |
| increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally | | | | | | |
| identify simple themes and conventions in an increasing range of books | | | | | | |
| prepare short poems and play scripts excerpts to read aloud and to perform, showing some understanding through intonation, tone, volume and action | | | | | | |
| discuss some words and phrases that capture the reader's interest and imagination | | | | | | |
| recognise some different forms of poetry [for example, free verse, narrative poetry] | | | | | | |
| The pupil can understand what they read; in books they can read independently. The pupil can: | | | | | | |
| check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context | | | | | | |
| ask some questions to improve their understanding of a text | | | | | | |
| draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence | | | | | | |
| predict what might happen from details stated and some which are implied | | | | | | |
| identify main ideas drawn from more than one paragraph and summarising these | | | | | | |
| identify how language and structure contribute to meaning | | | | | | |
| retrieving and record some information from non-fiction | | | | | | |
| participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say | | | | | | |
| Working higher than the expected standard | | | | | | |
| Word Reading | | | | | | |
| The pupil can: | | | | | | |
| apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet | | | | | | |

Year 3 Reading Assessment

| | | | | | | |
|--|--|--|--|--|--|--|
| read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | | | | | |
| Comprehension | | | | | | |
| The pupil can develop positive attitudes to reading and understanding of what they read. The pupil can: | | | | | | |
| listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | | | | | | |
| read a wide range of books that are structured in different ways and read for a range of purposes | | | | | | |
| begin to use more complex dictionaries to check the meaning of many unknown words that they have read | | | | | | |
| increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally with an appropriate use of story-book language | | | | | | |
| identify themes and conventions in an increasing range of books | | | | | | |
| prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action | | | | | | |
| discuss many words and phrases that capture the reader's interest and imagination | | | | | | |
| recognise a range of poetic forms [for example, free verse, narrative poetry] | | | | | | |
| The pupil can understand what they read; in books they can read independently. The pupil can: | | | | | | |
| check that the text makes sense to them, discuss most their understanding and explain the meaning of many words in context asking questions to improve their understanding of a text | | | | | | |
| draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence | | | | | | |
| predict what might happen from details stated and implied | | | | | | |
| identify main ideas drawn from more than two paragraphs and summarise these | | | | | | |
| identify how language, structure and presentation contribute to meaning | | | | | | |
| confidently retrieve and record information from non-fiction | | | | | | |
| confidently participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say | | | | | | |