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| **Name:**  | **Class:**  |
| **Reading Year 3**  | Emerging (1)  | Expected (2)  | Exceeding (3)  |
| Below  | Working Towards  | Expected  | Above Expected  | Mastery  |
| **Never**  | **Occasionally**  | **Frequently**  | **Always**  | **Naturally**  |
| **Reading – Word Reading**  |
| I can use phonics to read accurately and fluently without overt sounding and blending.   |   |   |   |   |   |
| I can use a range of reading strategies to decode a text.  |   |   |   |   |   |
| I can read accurately most age-appropriate words of two or more syllables – e.g. *banana*  |   |   |   |   |   |
| I can apply my growing knowledge of root words, prefixes & suffixes both to read aloud and to understand the meaning of new words.  |   |   |   |   |   |
| I can read further exception words with unusual links between spelling and sound e.g. *guide, naughty, strength,*using the context to support my understanding.  |   |   |   |   |   |
| I can discuss my understanding and explain the meaning of some words in context e.g. *foul (filthy) and foul in sport, foul play in crime.*  |   |   |   |   |   |
| **Range of texts**  |
| I am familiar with a range of stories from different genre.   |   |   |   |   |   |
| I can read and understand a variety of fiction and non -fiction texts independently.  |   |   |   |   |   |
| I can read a range of poetry, e.g. descriptive, haiku, list poems & Kennings.  |   |   |   |   |   |
| **Reading – Comprehension**  |
| I can retell familiar stories orally.   |   |   |   |   |   |
| I can summarise the main events of a story and am beginning to order these events chronologically.   |   |   |   |   |   |
| I can retrieve and record information from text.   |   |   |   |   |   |
| I can ask questions to further improve my understanding.   |   |   |   |   |   |
| I am beginning to draw inferences from a text such as inferring character’s feelings, thoughts, and motives from their actions.   |   |   |   |   |   |
| I am beginning to justify inferences with evidence from the text read.   |   |   |   |   |   |
| I can make predictions based on clues the writer has included for the reader.   |   |   |   |   |   |
| I am beginning to identify and discuss themes and conventions in a range of age-appropriate texts.   |   |   |   |   |   |
| I can identify presentational devices in non-fiction such as numbering and sub-headings.   |   |   |   |   |   |
| I can identify how language, structure and presentation contribute to meaning – *captions, glossary, index –*how they add meaning to non-fiction text.   |   |   |   |   |   |
| I can re-read, rehearse and perform poetry and play-scripts to show some understanding of their meaning.  |   |   |   |   |   |
| I can discuss words and phrases that capture my interest and imagination, & begin to discuss author’s choice of words.  |   |   |   |   |   |
| I can connect to texts by using my personal experience or making links with other texts.   |   |   |   |   |   |
| I can use a dictionary to check word meanings.  |   |   |   |   |   |
| **Behaviours and attitudes**  |
| I can listen attentively to a range of texts and take part in discussions.  |   |   |   |   |   |
| I enjoy reading and am developing my reading preferences, and can express these when asked.   |   |   |   |   |   |
| I can discuss my reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk – *taking turns, listening.*  |   |   |   |   |   |
|   |
| **Overall Judgement**  |
| **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2**  | **Summer 1**  | **Summer 2**  |
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