|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | |
|  |  |  | |  | | |  | |  | |