

Reading Assessment – Year 3

Autumn Term	Spring Term	Summer Term
<u>Word reading & decoding</u>	<u>Word reading & decoding</u>	<u>Word reading & decoding</u>
<ul style="list-style-type: none"> • Begin to 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 some common exception words 	<ul style="list-style-type: none"> • 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 many common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • Confidently 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 the common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
<u>Comprehension</u>	<u>Comprehension</u>	<u>Comprehension</u>
<ul style="list-style-type: none"> • Begin to listen to and discuss fiction and non-fiction material • Read some books that are structured in different ways • Begin to become familiar with a range of books including fairy stories and myths and legends • Prepare poems to perform aloud and begin to do so • Begin to understand what themes are and how these can be identified in books • Identify words and phrases that interest them • Listen to a range of different types of poetry • Ask questions to improve their understanding of a text • Begin to make simple inferences about character's feelings • Begin to make simple predictions based on what might happen • Check what they read makes sense themselves • Identify main ideas drawn from more than one paragraph with adult support • Begin to see how language structure and presentation contribute to meaning • Begin to retrieve information from non-fiction materials with adult support • Begin to 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 	<ul style="list-style-type: none"> • Listen to and discuss a range of fiction and non-fiction material • Read a range of books that are structured in different ways and have a positive attitude about doing so • Begin to become familiar with many books including fairy stories and myths and legends and begin to retell some of these • Prepare poems to perform aloud and do so using intonation and volume to show their understanding of the text • Understand what themes are and how these can be identified in books • Identify a range words and phrases that interest them and begin to explain why • Listen and discuss a range of different types of poetry • Ask questions to improve their understanding of a text • Make simple inferences about character's feelings and thoughts independently • Make simple predictions based on what might happen in much of what they read • Check what they read makes sense and make enquiries about unknown words independently • Identify some main ideas drawn from more than one paragraph independently • Know how language structure and presentation contribute to meaning • Retrieve information from non-fiction materials independently with some accuracy <p>Participate in some discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<ul style="list-style-type: none"> • Listen to and confidently discuss a range of fiction and non-fiction material • Read a range of books that are structured in different ways, explain their differences and have a positive attitude about doing so • Begin to become familiar with many books including fairy stories and myths and legends and begin to retell some of these confidently and accurately • Prepare poems to perform aloud and do so using intonation, tone, action and volume to show their understanding of the text • Understand what themes are and identify some of these in the books they read • Identify a range words and phrases that interest them and confidently explain why • Listen, enjoy and discuss a range of different types of poetry • Ask questions to improve their understanding of a text • Make simple inferences about character's feelings, thoughts and motivations based on their actions independently • Make simple predictions based on what might happen in most of what they read or listen to • Check what they read makes sense and make enquiries about unknown words independently and explain these new meanings • Identify the main ideas drawn from more than one paragraph independently from much of what they read • Know and explain how language structure and presentation contribute to meaning • Retrieve information from non-fiction materials independently that is mostly accurate <p>Confidently participate in most discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>