

Name		Class of	
<b>Reading: Year 3</b>			
Statements	9-15	16-22	23-28
Attainment	Year 3 Entering	Year 3 Developing	Year 3 Secure



<b>Reading assessment: 28 statements 5 KPIs</b>		
1	<u>Can read independently using a range of strategies appropriately, including decoding, to establish meaning.</u>	Word Reading
2	Can read aloud with expression and intonation taking into account . ? , ! as well as inverted commas ("" ) for dialogue.	Word Reading
3	Can summarise and explain the main points in a text, referring back to the text to support this.	Literal
4	Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) in an appropriate level text	Inference
5	Can make plausible predictions based on knowledge from/of the text and wider connections (e.g. other books on same theme; other books by same author; a personal connection the child makes; a connection the child makes to wider experiences).	Reader Response
6	Can explain how and why main characters act in a story, using evidence from the text.	Inference
7	Can make choices about which texts to read based on, and referring back to, prior reading experience and expressing preferences.	Reader Response
8	Understands the purpose of a paragraph/chapter (the way in which writers use paragraphs and chapters to group related ideas.	Author Intent
9	Identifies where language is used to create mood, build tension or paint a picture.	Author Intent
10	Can use knowledge of the alphabet to locate information (e.g. <i>dictionary, index</i> ).	Word Reading
11	<u>Is able to quote directly from the text to support thoughts and discussions.</u>	Reader Response
12	Can discuss reasons for actions and events based on evidence in the text.	Reader Response
13	Can discuss how characters are built from small details.	Reader Response
14	Can explore potential meanings of ambitious vocabulary read in context, using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word.	Word Reading
15	Sometimes empathises with different characters' points of view in order to explain what characters are thinking/feeling and the way they act.	Reader Response
16	<u>Can comment on the author's choice of language to create mood and build tension.</u>	Author Intent
17	Can identify the differences between a wider range of non-fiction text types (e.g. <i>instructions, explanations</i> ).	Author Intent
18	Can identify language features of some different text types (e.g. <i>that the language of recount is different from the language of instructions</i> )	Author Intent
19	Can read words appropriate for Year 3.	Word Reading
20	Can read aloud with intonation and expression, taking into account higher level punctuation, including ... ( ) - .	Word Reading
21	<u>Can locate information by skimming (for a general impression) and scanning (to locate specific information).</u>	Literal

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22	Can use text marking to support retrieval of information or ideas from text ( <i>e.g. highlighting, notes in the margin</i> ).	Literal
23	Can recognise how a character is presented in different ways and respond to this with reference to the text.	Reader Response
24	<u>When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence.</u>	Reader Response
25	Is beginning to distinguish between fact and opinion in texts.	Literal
26	Can use clues from action, description and dialogue to establish meaning.	Inference
27	<u>Is beginning to identify differences between different fiction genres.</u>	Literal
28	Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act.	Inference