

Year 3 Name of Child _____



	Word Reading Applies phonic knowledge to decode words.	Comprehension Reading age-appropriate texts Participates in discussions about books
Beginning +	<ul style="list-style-type: none"> • uses a range of strategies when reading aloud when prompted • reads age-appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words • experiments with different pronunciations when reading unfamiliar, longer words • makes good approximations of a word's pronunciation 	<ul style="list-style-type: none"> • listens to, and discusses, a wide range of fiction poetry, plays, non-fiction, textbooks and reference books • reads independently and can talk about what has been read • makes inferences from texts and can explain these • identifies the main points of a text • makes predictions based on evidence from the text and can explain these • recognises that books are structured in different ways for different audiences and purposes
Developing +	<ul style="list-style-type: none"> • begins to use a range of strategies when reading independently • self-corrects using the appropriate strategies • discusses meaning of new words based on understanding of root words, prefixes and suffixes • begins to read ahead looking for clues to determine meaning 	<ul style="list-style-type: none"> • begins to read silently for short periods of time • reads books that are structured in different ways • begins to ask questions to improve understanding of the text • recognises the author makes choices regarding the vocabulary used • discusses words and phrases that capture the reader's interest and imagination • recognises that authors make choices regarding the layout of text / information • explains how the structure of a text has impact on the reader • begins to recognise different forms of poetry • selects books based on awareness of reading preferences

Secure

- reads a range of texts with fluency, understanding and expression
- talks about different strategies that can be used to help make sense of reading
- begins to select the most effective strategy
- self-corrects without prompting when necessary

- reads silently for longer periods of time
- reads for a range of purposes
- checks reading makes sense
- talks about their understanding and tries to explain the meaning of words in context
- reads and discusses a variety of text types
- talks about personal likes and dislikes of books read and, when prompted, can support these views and opinions with reasons
- asks questions to improve understanding of the text
- infers reasons for action and events
- identifies words and phrases used to create mood and tension
- offers reasons for authors' choice of vocabulary
- begins to summarise what has been read
- picks out key points when sequencing fiction
- offers explanation for layout or organisational features used within a text
- makes comparisons between stories and between non-fiction texts comparing like with like
- identifies some different forms of poetry
- prepares poetry to be read aloud

Mastery at Year 3

Exhibits skills with confidence and independence

Year 3

Name of Child _____



		COMPOSITION		TRANSCRIPTION	
		V.G.P	Writing Process	Spelling	Handwriting
Beginning +		<ul style="list-style-type: none"> uses a wide range of <u>conjunctions</u> to join sentences and develop ideas varies sentence openers uses pronouns to avoid repetition uses a range of punctuation with increasing accuracy – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession uses <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel begins to select words for effect 	<ul style="list-style-type: none"> begins to use paragraphs to group related material uses a range of planning strategies and tools becomes more aware of the audience and purpose of different types of writing discusses and records ideas 	<ul style="list-style-type: none"> words with the /ai/ sound spelt <i>ei</i>, <i>eigh</i> or <i>ey</i> words containing the /u/ sound spelt <i>ou</i> adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding <i>ing</i>) 	

<p style="text-align: center;">Developing +</p>	<ul style="list-style-type: none"> • begins to use apostrophe for plural possession • begins to use <u>inverted commas</u> to punctuate direct speech • understands main clauses • selects words for effect to support purpose and engage readers' interests 	<ul style="list-style-type: none"> • uses headings and sub-headings to aid presentation • writes for a range of real purposes and audiences as part of their work across the curriculum • reads aloud own writing using appropriate intonation 	<ul style="list-style-type: none"> • the /i/ sound spelt y elsewhere than at the end of words • possessive apostrophe with regular plural words • words using prefixes; <i>un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</i> • formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i> 	
<p style="text-align: center;">Secure</p>	<ul style="list-style-type: none"> • expresses time, place and cause using; <ul style="list-style-type: none"> - conjunctions (e.g. <i>when, before, after, while, so, because</i>) - adverbs (e.g. <i>then, next, soon, therefore</i>) - prepositions (e.g. <i>before, after, during, in, because, of</i>) • begins to understand subordinate clauses • uses a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, apostrophe for singular possession and inverted commas for direct speech • uses the present perfect form of verbs instead of the simple past • uses a varied and rich vocabulary 	<ul style="list-style-type: none"> • structures and organises writing with a beginning, middle and end across a range of text types • uses texts similar to those that they are planning to write, to understand and learn from its structure • assesses the effectiveness of own and others' writing • proof reads for spelling, grammar and punctuation errors and self-corrects 	<ul style="list-style-type: none"> • spells some words from the National Curriculum word list for Years 3 and 4 • begins to use a dictionary to check spellings • can spell words using knowledge of <u>word family</u> 	<ul style="list-style-type: none"> • uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined.

Mastery at Year 3
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Year 4 Name of Child _____



	<p style="text-align: center;">Word Reading</p>	<p style="text-align: center;">Comprehension Reading age-appropriate texts Participates in discussions about books</p>
Beginning +	<ul style="list-style-type: none"> • reads a range of texts with fluency, understanding and expression, independently selecting an appropriate strategy 	<ul style="list-style-type: none"> • talks about books read, offering opinions and synopsis – at times with prompts • retrieves and records information from non-fiction texts • begins to draw inferences re. characters’ thoughts, feelings and motives from their actions • summarises main points of stories / information within a paragraph • recognises the purpose, form and audience of a text • identifies and comments on author viewpoints • begins to read a range of different forms of poetry • begins to prepare readings to be presented to audiences

<p style="text-align: center;">Developing +</p>	<ul style="list-style-type: none"> • reads a range of texts with fluency, understanding and expression selecting the most effective strategy • reads further CEW words 	<ul style="list-style-type: none"> • talks about books read, offering opinions and synopsis • begins to recognise occurring themes or conventions linked to text types • expands and explains answers to questions based on texts read • makes reference to texts when answering questions • justifies inferences with evidence • picks out vocabulary / phrases used for impact and effect • identifies main ideas drawn from more than one paragraph and can summarise these • predicts what might happen from details stated and implied • names some key children's authors • reads aloud with increasing confidence • chooses books based on knowledge of author, text type and purpose of reading
<p style="text-align: center;">Secure</p>	<ul style="list-style-type: none"> • reads most words effortlessly at a speaking pace • Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words • reads further CEW noting unusual correspondences between spelling and sound and where these occur in words • reads aloud with appropriate volume 	<ul style="list-style-type: none"> • reads a wide range of fiction and no-fiction, including poetry. • talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions • talks about themes and conventions when discussing books • understands the different reasons for reading – for pleasure / to find information, for example • uses the structure of books to navigate around texts • selects books based on own reading experiences and preferences • talks about known authors • reads independently with sustained concentration • offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate • identifies how language, structure and presentation contributes to meaning • recognises different forms of poetry • prepares poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume • talks about their own reading and reading choices

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Year 4

Name of Child _____



COMPOSITION		TRANSCRIPTION	
V.G.P	Writing Process	Spelling	Handwriting

Beginning +	<ul style="list-style-type: none"> uses fronted adverbials uses apostrophes for singular and plural possession understands the grammatical difference between plural and possessive -s uses noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases 	<ul style="list-style-type: none"> uses appropriate choice of pronoun/noun within and across sentences to aid cohesion proof reads for spelling, grammar and punctuation errors and self-corrects as the writing develops 	<ul style="list-style-type: none"> further homophones and near homophones words using suffixes: <i>-ly, -ation, -ous</i> words with endings sounding /shun/: <i>-tion, -sion, -ssion, -cian</i> words ending with <i>-sure</i> and <i>-ture</i> 	
Developing +	<ul style="list-style-type: none"> becomes increasingly aware of subordinate clauses and experiments with their position in sentences uses commas to demarcate fronted adverbials uses Standard English when writing to ensure grammatical accuracy (<i>I seen / I saw</i>) uses vocabulary which is appropriate to task, audience and purpose 	<ul style="list-style-type: none"> attempts to make simple links between paragraphs plans effectively for a range of writing decisions about writing are based on awareness of audience and purpose proposes changes to grammar and vocabulary to improve consistency reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear 	<ul style="list-style-type: none"> words with the /k/ sound spelt <i>ch</i> (Greek in origin) words with the /sh/ sound spelt <i>ch</i> (mostly French in origin) words ending with the /g/ sound spelt <i>-que</i> and the /k/ sound spelt <i>-que</i> (French in origin) words with the /s/ sound spelt <i>sc</i> (Latin in origin) 	
Secure	<ul style="list-style-type: none"> uses subordinate clauses and fronted adverbials which are correctly punctuated using commas punctuates direct speech correctly, using commas after reporting clause and new speaker, new line identifies parts of speech (now including possessive pronouns and determiners) writes with grammatical accuracy uses a varied and rich vocabulary and a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex) 	<ul style="list-style-type: none"> creates settings, characters and plot in narratives writes non-narratives using appropriate organisational devices organises paragraphs around a theme discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar assesses the effectiveness of their own and others' writing and suggests improvements 	<ul style="list-style-type: none"> possessive apostrophes with irregular plurals spell words from the National Curriculum word list for Years 3 and 4 use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)

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