

Year 3 Name of Child _____



	Word Reading Applies phonic knowledge to decode words.	Comprehension Reading age-appropriate texts Participates in discussions about books
Beginning +	• 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	• 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 +	• 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	• 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
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Mastery at Year 3 <i>Exhibits skills with confidence and independence</i>

