

Year 3 Reading

Age Related Expectations Assessment Grid for Reading: Year 3

Name _____

Class- Y1

Y2

Y3

Y4

Y5

Y6

	Word Reading	Comprehension I can understand and interpret	Comprehension I can comment on structure and organisation	Comprehension I can talk about the writers style	Comprehension I can talk about the writers viewpoint and how this makes the reader feel
Year 3: Emerging	<p>Reading books that are structured in different ways - and reading for a range of purposes.</p> <p>Use the context of the sentence to help to read unfamiliar words</p> <p>Understand how simple and complex sentences influence meaning.</p> <p>Reads expressively.</p> <p>Able to read with sustained concentration</p> <p>Read a range of appropriate texts fluently and accurately.</p>	<p>Retrieve and record information from non-fiction texts ie quotes, diagrams, key technical vocabulary etc.</p> <p>Interpret the effects of words and phrases for example to create humour, images and atmosphere</p> <p>Increasing ability to explain characters' feelings and motivations.</p> <p>Locate information using skimming, scanning and text marking.</p> <p>Generate questions before reading and find answers in text</p>	<p>Make comparisons between books noting similarities and difference.</p> <p>Recognises different forms of poetry, free verse and narrative poems</p> <p>Understand how paragraphs are used to order and build up ideas.</p> <p>Routinely makes use of non-fiction features to find information from the text</p>	<p>Ask questions to improve their understanding of a text.</p> <p>Comments on the choice of language to create moods and build tension.</p> <p>Beginning to select words and phrases which carry 'weight' and explain their effect.</p>	<p>Make choices about which texts to read based on prior reading and knowledge of the author</p> <p>Evaluates specific texts with reference to text types.</p> <p>Able to give overview of text and explain personal response.</p>
Year 3: Meeting	<p>Re-read and read ahead to look for clues to determine meaning.</p> <p>Use features to locate information. e.g. contents; indices; subheadings etc.</p> <p>Reads expressively with 'voice' appropriate to text.</p> <p>Continue to develop positive attitudes towards reading. Exercises choice when selecting books - and knowing how to do so.</p> <p>Take note of suffixes and prefixes to read and understand new words</p> <p>Read on sight at the words from the year 3 word list</p>	<p>Identifies themes and conventions in a wide range of books.</p> <p>Make predictions based on knowledge of the text/books by the same author and what could be/might be.</p> <p>Discuss the different character types and use evidence from text to justify view</p> <p>Retrieve and record information from non-fiction texts ie quotes, diagrams, key technical vocabulary etc.</p> <p>Summarise main events within a story or key facts with the appropriate amount of detail and summarise the main viewpoint</p> <p>Distinguish between fact and opinion</p> <p>Deduce from the text what has happened or what has taken place</p>	<p>Identify the features of different text types</p> <p>Routinely use non-fiction texts, to extract information across the curriculum.</p> <p>Able to skim, scan and make notes.</p> <p>Scan indexes to find information quickly.</p>	<p>Routinely identifies where language is used to create mood or build tension</p> <p>Recognises themes such as the triumph of good over evil, or the use of magical devices in fairy stories and folk tales. Or the use of 3 in traditional tales</p> <p>Confidently selects words and phrases which carry 'weight' and explain their effect.</p> <p>Justify inferences with evidence from the text.</p>	<p>Discusses the purpose of a text eg 'The true story of the three little pigs' or 'The Stinky cheeseman' etc. Does the text provide the reader with a moral/a lesson in life?</p> <p>Ask why the author chose to use those words.</p> <p>Evaluates specific texts with reference to text types.</p> <p>Able to give overview of text and explain personal response.</p> <p>Draw inferences such as inferring characters feelings, thoughts, and motives from their actions. Justify inferences with evidence from the text.</p>
Year 3: Deepening	<p>Read on sight at the words from the year 4 word list</p> <p>Reads longer texts with sustained concentration.</p>	<p>Identify the shades of meaning, ie synonyms usage in language that give different meanings.</p> <p>Justify comments by referring to the story 'James was feeling anxious because he couldn't eat any breakfast'</p> <p>Empathise with characters motives and behaviour</p> <p>Able to skim, scan and make notes routinely across the curriculum</p> <p>Can orally summarise content of passage.</p> <p>Can use information from encyclopaedias and IT based sources.</p> <p>Begins to find meaning beyond the literal Eg the way impressions of people are conveyed through choice of detail and language.</p> <p>Investigate what is known about the historical setting and events and their importance to the story.</p>	<p>Makes comparisons between different texts types and evaluate their usefulness.</p> <p>Use layout to find information efficiently and understands purpose of layout.</p>	<p>Discuss the shades of meaning that create mood and build up tension.</p> <p>Comment upon the use of author's language.</p> <p>Able to say why words and phrases are effective.</p> <p>Uses technical vocabulary, eg. Adjective, adverb, simile.</p> <p>Explore figurative language and the way it conveys meaning succinctly.</p>	<p>Distinguish between fact and opinion across a variety of texts and across the curriculum.</p> <p>Comments identify the author's main purpose.</p> <p>Able to explain reasons for personal response to text.</p> <p>Identifiers different views and arguments</p> <p>Identify the way a writer sets out to persuade</p> <p>Explore the relationship between a poet and the subject of a poem</p>