

Children should be able to achieve the following statements within a Y3 appropriate text

Year 3 - Autumn	Year 3 - Spring	Year 3 - Summer
Expected Standard		
Word Reading	Word Reading	Word Reading
<ul style="list-style-type: none"> <li>Read age appropriately as evidenced by: Bookband;</li> <li>Read age appropriately Salford test within 3 months of chronological age;</li> <li>Read age appropriately last standardised test</li> <li>Read age appropriate books – see list</li> <li>Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1 of the English national curriculum document, both to read aloud and to understand the meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>Read age appropriately as evidenced by: Bookband;</li> <li>Read age appropriately Salford test within 3 months of chronological age;</li> <li>Read age appropriately last standardised test</li> <li>Read age appropriate books – see list</li> <li>Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1 of the English national curriculum document, both to read aloud and to understand the meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>Read age appropriately as evidenced by: Bookband;</li> <li>Read age appropriately Salford test within 3 months of chronological age;</li> <li>Read age appropriately last standardised test</li> <li>Read age appropriate books – see list</li> <li>Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1 of the English national curriculum document, both to read aloud and to understand the meaning of new words</li> </ul>
Comprehension	Comprehension	Comprehension
<ul style="list-style-type: none"> <li>Ask relevant questions about a Y3 familiar text in order to improve own understanding</li> <li>Quote directly from a familiar Y3 text to support ideas</li> </ul> <p><b>Self-Monitoring</b></p> <ul style="list-style-type: none"> <li>Read aloud with intonation that shows understanding</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>Make a plausible prediction on the basis of what has been read so far in a familiar Y3 text</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Use inference skills to discuss: character, moods, feelings and attitudes using the clues from a familiar Y3 text</li> </ul> <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>Retrieve words and phrases from a familiar Y3 text to support discussion around characters’ feelings, thoughts and motives</li> <li>Retrieve and record information from a familiar non-fiction Y3 text</li> <li>Locate information by scanning in a familiar Y3 text</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>Summarise the main ideas within a paragraph from across a Y3 familiar text</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Work out the meaning of ambitious words in Y3 texts from the context</li> <li>Identify words and phrases that capture the reader’s interest and imagination and begin to explain why they think the author has chosen them within a familiar Y3 text</li> </ul> <p><b>Literary Conventions &amp; Themes</b></p> <ul style="list-style-type: none"> <li>Use knowledge of the text structure to locate information in a familiar Y3 text, for example; subheadings</li> <li>Identify the main theme in particular text type in a familiar Y3 text</li> </ul>	<ul style="list-style-type: none"> <li>Begin to ask relevant questions about a Y3 text read independently in order to improve own understanding</li> <li>Begin to quote directly from an independently read Y3 text to support ideas</li> </ul> <p><b>Self-Monitoring</b></p> <ul style="list-style-type: none"> <li>Read aloud with intonation that shows understanding</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>Begin to make a plausible prediction on the basis of what has been read so far in a Y3 text that has been read independently</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Begin to use inference skills to discuss: character, moods, feelings and attitudes using the clues from an independent Y3 text</li> </ul> <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>Begin to retrieve words and phrases from a independently read Y3 text to support discussion around characters’ feelings, thoughts and motives</li> <li>Begin to retrieve and record information from a non-fiction Y3 text read independently</li> <li>Begin to locate information by scanning in an independently read Y3 text</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>Begin to summarise the main ideas within a paragraph from across an independently read Y3 text</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Work out the meaning of ambitious words in Y3 texts from the context</li> <li>Identify words and phrases that capture the reader’s interest and imagination and begin to explain why they think the author has chosen them within a familiar Y3 text</li> </ul> <p><b>Literary Conventions &amp; Themes</b></p> <ul style="list-style-type: none"> <li>Begin to use knowledge of the text structure to locate information in an independently read Y3 text, for example; subheadings</li> <li>Begin to identify the main theme in particular text type in an independently read Y3 text</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions about a Y3 text read independently in order to improve own understanding</li> <li>Quote directly from an independently read Y3 text to support ideas</li> </ul> <p><b>Self-Monitoring</b></p> <ul style="list-style-type: none"> <li>Read aloud with intonation that shows understanding</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>Make a plausible prediction on the basis of what has been read so far in a Y3 text that has been read independently</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Use inference skills to discuss: character, moods, feelings and attitudes using the clues from an independent Y3 text</li> </ul> <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>Retrieve words and phrases from a independently read Y3 text to support discussion around characters’ feelings, thoughts and motives</li> <li>Retrieve and record information from a non-fiction Y3 text read independently</li> <li>Locate information by scanning in an independently read Y3 text</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>Summarise the main ideas within a paragraph from across an independently read Y3 text</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Work out the meaning of ambitious words in Y3 texts from the context</li> <li>Identify words and phrases that capture the reader’s interest and imagination and begin to explain why they think the author has chosen them within a familiar Y3 text</li> </ul> <p><b>Literary Conventions &amp; Themes</b></p> <ul style="list-style-type: none"> <li>Use knowledge of the text structure to locate information in an independently read Y3 text, for example; subheadings</li> <li>Identify the main theme in particular text type in an independently read Y3 text</li> <li>Begin to identify differences between a wider range of fiction e.g. fantasy/myths and legends</li> </ul>
Greater Depth		
<ul style="list-style-type: none"> <li>Obtains high score in standardised test</li> <li>Reads for pleasure as evidenced by a wide and broad range of texts</li> </ul>	<ul style="list-style-type: none"> <li>Obtains high score in standardised test</li> <li>Reads for pleasure as evidenced by a wide and broad range of texts</li> </ul>	<ul style="list-style-type: none"> <li>Obtains high score in standardised test</li> <li>Reads for pleasure as evidenced by a wide and broad range of texts</li> </ul>

**Self-Monitoring**

**Prediction**

**Inference**

**Retrieval**

**Summary**

**Vocabulary**

**Literary Conventions**