Ch

Year 3 - Autumn	Year 3 - Spring	Year 3 - Summer
	Expected Standard	
Word Reading	Word Reading	Word Reading
 Read age appropriately as evidenced by: Bookband; 	 Read age appropriately as evidenced by: Bookband; 	 Read age appropriately as evidenced by: Bookband;
 Read age appropriately Salford test within 3 	 Read age appropriately Salford test within 3 	Read age appropriately Salford test within 3
months of chronological age;	months of chronological age;	months of chronological age;
 Read age appropriately last standardised test 	Read age appropriately last standardised test	Read age appropriately last standardised test
(score 97 – 103)	 Read age appropriate books – see list 	 Read age appropriate books – see list
 Read age appropriate books – for indication 	Be able to apply a growing knowledge of root	Be able to apply a growing knowledge of root
 Be able to apply a growing knowledge of root 	words, prefixes and suffixes (morphology and	words, prefixes and suffixes (morphology and
words, prefixes and suffixes (morphology and	etymology) as listed in Appendix 1 of the	etymology) as listed in Appendix 1 of the
etymology) as listed in Appendix 1 of the	English national curriculum document, both to	English national curriculum document, both to
English national curriculum document, both to	read aloud and to understand the meaning of	read aloud and to understand the meaning of
read aloud and to understand the meaning of	new words	new words
new words		
Comprehension	Comprehension	Comprehension
Ask relevant questions about a Y3 familiar text	Begin to ask relevant questions about a Y3 text	Ask relevant questions about a Y3 text read
in order to improve own understanding	read independently in order to improve own	independently in order to improve own
 Quote directly from a familiar Y3 text to 	understanding	understanding
support ideas	Begin to quote directly from an independently	Quote directly from an independently read Y3
	read Y3 text to support ideas	text to support ideas
Self-Monitoring		
Read aloud with intonation that shows	Self-Monitoring	Self-Monitoring
understanding	Read aloud with intonation that shows	Read aloud with intonation that shows
Prediction	understanding	understanding
Make a plausible prediction on the basis of	Prediction	Prediction
what has been read so far in a familiar Y3 text	Begin to make a plausible prediction on the	Make a plausible prediction on the basis of
	basis of what has been read so far in a Y3 text	what has been read so far in a Y3 text that has
Inference	that has been read independently	been read independently
 Use inference skills to discuss: character, 		
moods, feelings and attitudes using the clues	Inference	Inference
from a familiar Y3 text	Begin to use inference skills to discuss: Abstractor, monds feelings and attitudes using	Use inference skills to discuss: character,
Retrieval	character, moods, feelings and attitudes using the clues from an independent Y3 text	moods, feelings and attitudes using the clues
Retrieve words and phrases from a familiar Y3	the cides from an independent 13 text	from an independent Y3 text
text to support discussion around characters'	Retrieval	Retrieval
feelings, thoughts and motives	 Begin to retrieve words and phrases from a 	Retrieve words and phrases from a
 Retrieve and record information from a 	independently read Y3 text to support	independently read Y3 text to support
familiar non-fiction Y3 text	discussion around characters' feelings,	discussion around characters' feelings,
 Locate information by scanning in a familiar Y3 	thoughts and motives	thoughts and motives
text	Begin to retrieve and record information from	 Retrieve and record information from a non-
C	a non-fiction Y3 text read independently	fiction Y3 text read independently
SummarySummarise the main ideas within a paragraph	Begin to locate information by scanning in an independently model V2 tout.	Locate information by scanning in an
from across a Y3 familiar text	independently read Y3 text	independently read Y3 text
Hom deross a 15 familiar text	Summary	
Vocabulary	Begin to summarise the main ideas within a	Summary
 Work out the meaning of ambitious words in 	paragraph from across an independently read	Summarise the main ideas within a paragraph
Y3 texts from the context	Y3 text	from across an independently read Y3 text
 Identify words and phrases that capture the 		, ,
reader's interest and imagination and begin to	Vocabulary	Vocabulary
explain why they think the author has chosen	Work out the meaning of ambitious words in	Work out the meaning of ambitious words in
them within a familiar Y3 text	Y3 texts from the context	Y3 texts from the context
Literary Conventions & Themes	 Identify words and phrases that capture the reader's interest and imagination and begin to 	Identify words and phrases that capture the reader's interest and imagination and begin to
Use knowledge of the text structure to locate	explain why they think the author has chosen	reader's interest and imagination and begin to
information in a familiar Y3 text, for example;	them within a familiar Y3 text	explain why they think the author has chosen them within a familiar Y3 text
subheadings	C.C William a raining 15 text	them within a familiar 13 text
 Identify the main theme in particular text type 	Literary Conventions & Themes	Literary Conventions & Themes
in a familiar Y3 text	Begin to use knowledge of the text structure	Use knowledge of the text structure to locate
	to locate information in an independently read	information in an independently read Y3 text,
	Y3 text, for example; subheadings	for example; subheadings
	Begin to identify the main theme in particular to the main the main theme in particular to the main theme in particular to t	Identify the main theme in particular text type
	text type in an independently read Y3 text	in an independently read Y3 text

Greater Depth

- Obtains high score in standardised test
- Reads for pleasure as evidenced by a wide and broad range of texts
- Obtains high score in standardised test
- Reads for pleasure as evidenced by a wide and broad range of texts
- Obtains high score in standardised test

legends

Reads for pleasure as evidenced by a wide and broad range of texts

Begin to identify differences between a wider

range of fiction e.g. fantasy/myths and

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Self-Monitoring
Prediction
Inference
Retrieval
Summary
Vocabulary
Literary Conventions