Federation of Golden Flatts and Lynnfield Primary Schools

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

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 Salford test within 3 months of chronological age; • Read age appropriately last standardised test (score 97 – 103) • Read age appropriate books – for indication • 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	• Read age appropriately as evidenced by: Bookband; • Read age appropriately Salford test within 3 months of chronological age; • Read age appropriately last standardised test • Read age appropriate books – see list • 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	• Read age appropriately as evidenced by: Bookband; • Read age appropriately Salford test within 3 months of chronological age; • Read age appropriately last standardised test • Read age appropriate books – see list • 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
Comprehension	**Comprehension**	**Comprehension**
• Ask relevant questions about a Y3 familiar text in order to improve own understanding • Quote directly from a familiar Y3 text to support ideas **Self-Monitoring** • Read aloud with intonation that shows understanding **Prediction** • Make a plausible prediction on the basis of what has been read so far in a familiar Y3 text **Inference** • Use inference skills to discuss: character, moods, feelings and attitudes using the clues from a familiar Y3 text **Retrieval** • Retrieve words and phrases from a familiar Y3 text to support discussion around characters' feelings, thoughts and motives • Retrieve and record information from a familiar non-fiction Y3 text • Locate information by scanning in a familiar Y3 text **Summary** • Summarise the main ideas within a paragraph from across a Y3 familiar text **Vocabulary** • Work out the meaning of ambitious words in Y3 texts from the context • 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 **Literary Conventions & Themes** • Use knowledge of the text structure to locate information in a familiar Y3 text, for example; subheadings • Identify the main theme in particular text type in a familiar Y3 text	• Begin to ask relevant questions about a Y3 text read independently in order to improve own understanding • Begin to quote directly from an independently read Y3 text to support ideas **Self-Monitoring** • Read aloud with intonation that shows understanding **Prediction** • 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 **Inference** • Begin to use inference skills to discuss: character, moods, feelings and attitudes using the clues from an independent Y3 text **Retrieval** • Begin to retrieve words and phrases from a independently read Y3 text to support discussion around characters' feelings, thoughts and motives • Begin to retrieve and record information from a non-fiction Y3 text read independently • Begin to locate information by scanning in an independently read Y3 text **Summary** • Begin to summarise the main ideas within a paragraph from across an independently read Y3 text **Vocabulary** • Work out the meaning of ambitious words in Y3 texts from the context • 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 **Literary Conventions & Themes** • Begin to use knowledge of the text structure to locate information in an independently read Y3 text, for example; subheadings • Begin to identify the main theme in particular text type in an independently read Y3 text	• Ask relevant questions about a Y3 text read independently in order to improve own understanding • Quote directly from an independently read Y3 text to support ideas **Self-Monitoring** • Read aloud with intonation that shows understanding **Prediction** • Make a plausible prediction on the basis of what has been read so far in a Y3 text that has been read independently **Inference** • Use inference skills to discuss: character, moods, feelings and attitudes using the clues from an independent Y3 text **Retrieval** • Retrieve words and phrases from a independently read Y3 text to support discussion around characters' feelings, thoughts and motives • Retrieve and record information from a non-fiction Y3 text read independently • Locate information by scanning in an independently read Y3 text **Summary** • Summarise the main ideas within a paragraph from across an independently read Y3 text **Vocabulary** • Work out the meaning of ambitious words in Y3 texts from the context • 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 **Literary Conventions & Themes** • Use knowledge of the text structure to locate information in an independently read Y3 text, for example; subheadings • Identify the main theme in particular text type in an independently read Y3 text • Begin to identify differences between a wider range of fiction e.g. fantasy/myths and legends
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 • Reads for pleasure as evidenced by a wide and broad range of texts

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Self-Monitoring

Prediction

Inference

Retrieval

Summary

Vocabulary

Literary Conventions