



Year 3	
<b>Word Reading</b>	
I can apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning new words that I meet.	
I can give/explain the meaning of words in context.	
I can read aloud age-appropriate books (Gold and White) with confidence and fluency, taking into consideration: <ul style="list-style-type: none"> <li>- Tone, volume, intonation and action</li> <li>- Read with expression, taking into account ? ! , “ “ and ‘ for contractions</li> <li>- Use a range of strategies, including decoding, to establish meaning</li> </ul>	
I can read aloud age-appropriate books (Lime) with confidence and fluency, taking into consideration: <ul style="list-style-type: none"> <li>- Tone, volume, intonation and action</li> <li>- Read with expression, taking into account ? ! , “ “ and ‘ for contractions</li> <li>- Use a range of strategies, including decoding, to establish meaning</li> </ul>	
I can read aloud age-appropriate books (Brown) with confidence and fluency, taking into consideration: <ul style="list-style-type: none"> <li>- Tone, volume, intonation and action</li> <li>- Read with expression, taking into account ? ! , “ “ and ‘ for contractions</li> <li>- Use a range of strategies, including decoding, to establish meaning</li> </ul>	
I can read some Year 3 and 4 common exception words.	
I can read many Year 3 and 4 common exception words.	
<b>Comprehension</b>	
I can listen to, discuss and begin to compare a wide range of fiction, poetry, plays and non-fiction.	
I can read and compare texts that are structured in different ways and read for a range of purposes.	
I can use a dictionary to check the meaning of words that I have read.	
I can orally retell some familiar fairy stories.	
I can identify themes and conventions in a wide range of books.	
I can prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action.	
I can discuss words and phrases that capture the reader’s interest and imagination.	
I can recognise and compare some different forms of poetry.	
I can check that the text makes sense to me and discuss my understanding.	
I can ask questions to improve my understanding of a text.	
I can infer characters’ feelings, thoughts and motives from their actions.	
I can predict what might happen from details stated.	
I can understand what a front cover and blurb can tell you.	
I can identify the main ideas drawn from a short passage and summarise these.	
I can order events which have happened in a text.	
I can record and retrieve information from non-fiction texts by skimming and scanning. <ul style="list-style-type: none"> <li>- Use text-marking</li> <li>- Use skimming and scanning skills</li> </ul>	
I can record and retrieve information from fiction texts by skimming and scanning. <ul style="list-style-type: none"> <li>- Use text-marking</li> <li>- Use skimming and scanning skills</li> </ul>	
I can participate in discussions about books that are read to me and those that I have read myself, taking turns and listening to what others say, including using parts of the text to support discussions.	

Statements in bold are key domains which need to be focused on throughout the year.

	Emerging	Emerging +	Developing	Developing+	Secure	Secure+
Score	3 - 4	5 – 7	8 – 10	11 – 14	15 – 17	18+

Children must read: **Gold** to be 3E, White to be 3E+, **Lime** to be 3D or 3D+, **Brown** to be 3S