St. Francis C.E.P. School – Reading Assessment Framework – Year 3

Y3	Word Reading — Sufficient evidence shows the ability to…	Comprehension — Sufficient evidence shows the ability to…
WTS	❑ Read a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths, legends, poetry, plays and non-fiction books), developing in fluency; read with occasional support. ❑ Read a developing range of common exception words by sight, noting unusual correspondence between spelling and sound; read most common exception words in the YR 2 spelling appendix. ❑ Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words. ❑ Recognise the root and affixes of a range of words in the YR 3 spelling appendix e.g. forgetting, gardening, angrily, action, supermarket. ❑ Prepare poems and play scripts to read aloud and perform, with support; attempt to use appropriate intonation and volume.	❑ Enjoy reading a range of texts, making choices and being able to say why those choices were made; talk about books read in and out of school. ❑ Listen to and talk about a range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. ❑ Listen to and talk about some non-fiction or reference or text books, that are structured in different ways; identify some typical features e.g. title, subheadings, lists of facts and information, photographs. ❑ Identify themes in a few books e.g. What is it mainly about? Identify a few simple conventions in books e.g. How does a fairy story often begin? What usually happens to the villain? How are information books often organised? ❑ Recognise one or two different forms of poetry, such as shape poems, free verse or narrative; recognise their difference. ❑ Draw inferences not immediately obvious from the text e.g. characters' feelings, thoughts and motives, from their actions or words. ❑ Predict what might happen, with some prompting. ❑ Find ways to explain what words within texts mean; use a dictionary with guidance, to check meanings. ❑ Sometimes re-read or self-check, to make the meaning clear. ❑ Provide a simple explanation of a text, to show their understanding. ❑ Find and record information; sometimes require support. ❑ Begin to identify how words or presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. ❑ Pick out words and phrases which interest them and help them to imagine things. ❑ During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.
EXP	❑ Read with fluency a range of age appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. ❑ Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. ❑ Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. ❑ Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. ❑ Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.	❑ Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. ❑ Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. ❑ Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features. ❑ Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented. ❑ Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. ❑ Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. ❑ Predict what might happen from details stated and implied. ❑ Explain the meaning of words in context; use dictionaries to check meanings. ❑ Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. ❑ Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. ❑ Retrieve and record information from non-fiction texts. ❑ Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. ❑ Discuss words and phrases that capture the reader's interest and imagination. ❑ During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.
GDS	❑ Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. ❑ Read almost all familiar common exception words by sight, noting unusual correspondence between spelling and sound. ❑ Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. ❑ Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. ❑ Independently or in small groups, prepare poems and play scripts to read aloud and perform. Show appropriate intonation, tone, expression and volume when reciting or reading aloud.	❑ Fully engage with and enjoy reading a wide range of texts, making choices and explaining preferences; can name preferred authors and text types, drawing comparisons; discuss books enjoyed both in and out of school; know how to locate books in a library. ❑ Listen to, discuss and express and justify views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. ❑ Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their particular characteristics confidently and without support; identify typical presentational features. ❑ Identify themes and conventions in a range of books e.g. identify a theme of 'poverty' or 'life cycles'; recognise the conventions of a legend or play; recognise how a non-fiction book is presented in order to better inform the reader. ❑ Recognise several different forms of poetry, such as shape poems, free verse or narrative; explain their differences of style and layout. ❑ Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. ❑ Provide credible predictions about what might happen, within the context. ❑ Explain the meaning of words in context; use dictionaries independently. ❑ Re-read automatically to ensure that the text makes sense, reading to the punctuation. ❑ Explain, with sufficient detail, their understanding of the text e.g. explain events; describe a character's actions. ❑ Retrieve and record information confidently from non-fiction texts. ❑ Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'threatening' means that the storm is close and could be dangerous; that the use of bold font makes the important facts stand out. ❑ Discuss and explain vocabulary that captures the reader's imagination. ❑ During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.