

Pirton Hill Primary School Assessment Framework for Reading – Year 3 Expectations

Name:						
	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Word Reading						
WR1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 when reading aloud.						
WR2 Read further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word.						
Comprehension						
C1 <i>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i>						
C2 <i>Read books that are structured in different ways and read for a range of purposes.</i>						
C3 <i>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</i>						
C4 <i>Identify themes and conventions in a wide range of books.</i>						
C5 Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.						
C6 Discuss words and phrases that capture the reader's interest and imagination.						
C7 Use dictionaries to check the meaning of words that they have read.						
C8 <i>Recognise some different forms of poetry e.g. free verse, narrative, poetry.</i>						
C9 Independently check that they text makes sense to them, discussing their understanding and explaining the meaning of words in context.						
C10 Ask questions to improve their understanding of a text.						
C11 Identify main ideas drawn from more than one paragraph and summarise these.						
C12 Retrieve and record information from non-fiction.						
C13 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.						
C14 Identify how structure and presentation contribute to meaning.						
Inference						
I1 Draw inferences such as inferring characters' feelings, thought and motives from their actions.						
I2 Justify inferences with evidence.						
I3 Predict what might happen from details stated and implied.						
Language for Effect						
LE1 Identify how language contributes to meaning.						

All standards must be evident at new ORT Stage 10/11 or equivalent age appropriate text.
The objectives in italics will only be met once the whole syllabus has been covered.