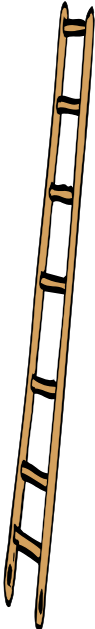




# Reading Assessment - Year 3 Name/s \_\_\_\_\_

|                       | <b>Word Reading</b>                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Comprehension</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Spoken Language</b><br><br>(Common across Key Stage 1 and Key Stage 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Year 3</b><br><br> | <p>I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words I meet, to include: dis-, mis-, in-, il-, im-, ir-, -ly;</p> <p>English Appendix 1</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Linked to spelling English Appendix 1)</p> | <p>I can maintain positive attitudes to reading and an understanding of what I read by listening to and discussing a wide range of fiction, poetry, plays, and non-fiction</p> <p>I can maintain positive attitudes to reading and an understanding of what I read by reading books that are structured in different ways</p> <p>I can maintain positive attitudes to reading and an understanding of what I read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>I can maintain positive attitudes to reading and an understanding of what I read by identifying themes in books</p> <p>I can maintain positive attitudes to reading and an understanding of what I read by reading aloud poems and performing play scripts</p> <p>I can maintain positive attitudes to reading and an understanding of what I read by discussing words that capture the reader's interest and imagination</p> <p>I can understand what I read by checking that the text makes sense to me, discussing my understanding of words</p> <p>I can understand what I read by asking questions to improve my understanding of a text</p> <p>I can understand what I read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>I can understand what I read by predicting what might happen from details stated</p> <p>I can understand what I read by identifying main ideas drawn from within one paragraph and summarising these</p> <p>I can understand what I read by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech</p> <p>I can retrieve and record information from non-fiction</p> <p>I can participate in discussion about both books, poems and other material that are read to me and those I can read for myself, taking turns and listening to what others say.</p> | <p>I can listen and respond appropriately to adults and my peers</p> <p>I can ask relevant questions to extend my understanding and knowledge</p> <p>I can use relevant strategies to build their vocabulary</p> <p>I can articulate and justify answers, arguments and opinions</p> <p>I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>I can speak audibly and fluently with an increasing command of Standard English</p> <p>I can participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>I can gain, maintain and monitor the interest of the listener(s)</p> <p>I can consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>I can select and use appropriate registers for effective communication</p> |