



Legrave Primary School

Year 3 EEE

Subject: Reading

Legrave Primary School

STRIVING FOR EXCELLENCE, LEARNING FOR LIFE

3	Emerging	Expected	Exceeding
Spoken word	Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently	Listens to and discusses a range of fiction, poetry, plays, non-fiction and reference books or textbooks	Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	Discusses the sequence of events in books and how items of information are related	Prepares poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action	Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
	Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Discusses words and phrases that capture the reader's interest and imagination	Discusses words and increasingly complex phrases that capture the reader's interest and imagination
	Discusses his/her favourite words and phrases	Asks questions to improve his/her understanding of a text	Asks reasoned questions to improve his/her understanding of a text
	Answers and ask questions	Participates in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say	Participates in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.
	Participates in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say	Composes and rehearses sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (<ref>English Appendix 2</ref>)	Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<ref>English Appendix 2</ref>)
	Explains and discusses his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself	Reads aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	Reads aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
	Develops positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about		
Word reading	Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Applies his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; <ref>English Appendix 1</ref>	Applies his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; <ref>English Appendix 1</ref>
	Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling <ref>English Appendix 1</ref>)	Reads and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling <ref>English Appendix 1</ref>)
	Reads accurately words of two or more syllables that contain graphemes taught so far		
	Reads words containing common suffixes		
	Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word		
	Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered		
	Reads aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation		

	Re-reads books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading			
Comprehension	Develops pleasure in reading, motivation to read, vocabulary and understanding by:	Maintains positive attitudes to reading and understanding of what he/she reads by:	Maintains positive attitudes to reading and understanding of what he/she reads by:	Maintains positive attitudes to reading and understanding of what he/she reads by:
	<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays and non-fiction 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> reading books that are structured in different ways 	<ul style="list-style-type: none"> reading for a range of purposes 	<ul style="list-style-type: none"> reading for a range of purposes
	<ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that he/she has read 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that he/she has read
	<ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> identifying themes in books 	<ul style="list-style-type: none"> reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally 	<ul style="list-style-type: none"> reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally
	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> reading aloud poems and perform play scripts 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination
	<ul style="list-style-type: none"> discussing his/her favourite words and phrases 	<ul style="list-style-type: none"> discussing words that capture the reader's interest and imagination 	<ul style="list-style-type: none"> recognising some different forms of poetry <eg>free verse, narrative poetry</eg> 	<ul style="list-style-type: none"> recognising some different forms of poetry <eg>free verse, narrative poetry</eg>
	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 			
	Understands both the books that he/she can already read accurately and fluently and those that he/she listens to by:	Understands what he/she reads by:	Understands what he/she reads by:	Understands what he/she reads by:
	<ul style="list-style-type: none"> drawing on what he/she already knows or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> checking that the text makes sense to him/her, discussing his/her understanding of words 	<ul style="list-style-type: none"> checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context
	<ul style="list-style-type: none"> checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading 	<ul style="list-style-type: none"> asking questions to improve his/her understanding of a text 	<ul style="list-style-type: none"> asking questions to improve his/her understanding of text with increasing complexity 	<ul style="list-style-type: none"> asking questions to improve his/her understanding of text with increasing complexity
	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text
	<ul style="list-style-type: none"> answering and asking questions 	<ul style="list-style-type: none"> predicting what might happen from details stated 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied
	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> identifying main ideas drawn from within one paragraph and summarise these 	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarise these 	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarise these
Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech 	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials 	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials 	
Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself	Retrieve and record information from non-fiction	Retrieve and record information from non-fiction over a wide range of subjects	Retrieve and record information from non-fiction over a wide range of subjects	
	Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say	Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say	Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say	