

Year 3 Reading	Word Reading	Comprehension
Emerging	Read a range of age-appropriate text types from those specified for YRs 3 and 4, developing in fluency; read with occasional support.	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.
	Read a developing range of common exception words by sight, noting unusual correspondence between spelling and sound; read most common exception words in the YR2 Spelling appendix.	Listen to and talk about a range of fiction, poetry 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, photographs.
	Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words.	Identify themes in a few texts e.g. What is it mainly about? Identify a few simple conventions in texts e.g. How does a fairy story often begin? What usually happens to the villain? How are information texts often organised?
		Recognise one or two different forms of poetry, such as shape poems, free verse or narrative; recognise their difference.
	Recognise the root and affixes of a range of words in the YR 3 Spelling appendix e.g. forgetting, gardening, angrily, action, supermarket.	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.
	Prepare poems and play scripts to read aloud and perform, with support; attempt to use appropriate intonation and volume.	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 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.		
Expected	Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding.	During discussion about texts, ask questions to improve their understanding; listen to others.
		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.
	Read most common exception words by sight (including all those in the YR 2 Spelling appendix) noting unusual correspondence between spelling and sound.	Listen to, discuss and express views about a wide range of fiction, poetry 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.
	Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.	Identify themes and conventions in a range of texts e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction text is often organised and presented.
		Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.
	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	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 a dictionary to check meanings.
		Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.
Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.	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 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.	
Exceeding	Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding.	During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.
		Fully engage with and enjoy reading a wide range of texts, making choices and explaining preferences; 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.
	Read almost all familiar common exception words by sight, noting unusual correspondence between spelling and sound.	Listen to, discuss, express and justify views about a wide range of fiction, poetry 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.
	Know the full range of GPCs; use phonic skills consistently and automatically to address unfamiliar or challenging words.	Identify themes and conventions in a range of texts e.g. identify a theme of 'poverty' or 'life cycles'; recognise the conventions of a legend or play; recognise how a non-fiction books 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.
	Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	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.
	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.	Explain the meaning of words in context; use dictionary 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 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; takes turns and build on what others have to say.	