



Y3 Reading Assessment Grids			
NC	Specific area	No.	To be working at the expected standard, children need to be able to:
Word Reading	Phonics / Blending	1	Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)
	Prefixes / suffixes / root words / contractions	2	Apply their growing knowledge of root words and prefixes, (e.g. in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto) and to begin to read aloud, understanding the meaning of the new words they meet
		3	Apply their growing knowledge of root words and suffixes/word endings, (e.g. -ation, -ly, -ous, -ture, -sure, -sion, -tion, -sion and -cian) and to begin to read aloud, understanding the meaning of the new words they meet
	CEW	4	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
	Fluency	5	Read fluently, decoding longer words with support, testing out different pronunciations.
		6	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
		7	Ask questions to improve their understanding of a text
	Range of texts	8	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
		9	Participate in discussion about both books that are read to them and those they read themselves taking turns and listening to what others say
		10	To use appropriate terminology when discussing texts (plot, character, setting)
		11	Read books that are structured in different ways and reading for a range of purposes
	Familiarity with texts	12	Increase familiarity with a wide range of books, including fairy stories, retelling some of these orally (split objective with Y4)
Comprehension	Vocab 2a	13	With support, use dictionaries to check the meaning of words that they have read
		14	Discuss words and phrases that capture readers' interest and imagination (also Y4)
	Retrieval 2b	15	Retrieve and record information from non-fiction texts
	Summarising 2c	16	Identify the main idea within the paragraph or text and summarise these
	Inference 2d	17	Draw some simple inferences based on characters' feelings, thoughts and motives
		18	Begin to locate evidence that would justify their inferences
	Prediction 2e	19	Predict what might happen from details stated and implied (also Y4)
	Relationship Word Choice Comparison / authorial intent 2f, 2g, 2h	20	Begin to identify themes and conventions in the books they read
		21	Begin to identify how language contributes to the meaning of the text
	Poetry and performance	22	22
23			Prepare poems and play scripts to read aloud that show some awareness of the audience (split obj with Year 4)
24		Begin to use appropriate intonation and volume when reading aloud poem and play scripts (split obj with Year 4)	