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| **Year 3 Reading – Working at the expected standard** | |
| **Name:** | |
| **Decoding** | Confident to read in **LIME** and beginning to access **BROWN** |
| **Begin to develop positive reading attitudes** | 1. listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks |
| 1. begin to read books that are structured in different ways and reading for a range of purposes |
| 1. start recognising themes and organisational devices in a wide range of books |
| 1. prepare poems and play scripts to read aloud and to perform, beginning to use good intonation, tone, volume and action |
| 1. read stories with intonation and relevant expression |
| **Independent Comprehension** | 1. begin to check that the text makes sense to them, begin to discussing their understanding and begin to explaining the meaning of words in context |
| 1. identifying main ideas drawn from one paragraph |
| 1. commenting upon language, structure, and presentation features and how they contribute to meaning |
| 1. begin to retrieve and record information from non-fiction |

When a child is working at an age expected level they are able to answer questions that thinking skill 2 or 3. This means that they are able to answer questions where:

* the information isn’t always clearly located by question wording and may not be limited to a short section of the text
* questions will be more than just simple retrieval
* some complex word meanings or subject specific technical language may be required
* the question is expecting the children to infer the meaning of the text (meaning not obvious) e.g. How a character is behaving and why? What has happened?
* multiple choice questions require greater amount to be read, understood, inferred and located in order to answer the question correctly