YEAR 3 READING GRID

	STAGE C: Typical Range of Year 3 Attainment		
	Beginning to develop Y3 expectations	**Embedding understanding of Y3 expectations**	**Securely demonstrates application of Y3 expectations**
AF1 WORD READING use a range of strategies including accurate decoding of text to read for meaning	Reads age appropriate texts accurately and at speed (rather than reading with overt sound-blending)	Decoding skills are increasingly secure: decodes most new words outside of their spoken vocabulary and make a good approximation to the word's pronunciation	Secure decoding skills allows independent reading of longer and less familiar texts with increasing fluency Beginning to read silently
	Through systematic teaching of root words, prefixes and suffixes (as outlined in the spelling POS and matched to year group planning) children should progressively apply this knowledge when reading to help them to understand the meaning of new words e.g. term 1 taught prefix *'re'* means again. Use this knowledge to decode and understand the word '*reappear*'.		
AF2 Identify and retrieve key information from texts: understand, describe, explain select & use quotation & reference to text *Content Domain 2a & 2b*	Shows an increasing familiarity with a wide range of books including fairy stories, myths and legends and can retell some of these orally		
	With support, use dictionaries to check the meaning of words which they have read	Use dictionaries to check the meaning of words which they have read	Use dictionaries to check the meaning of words which they have read and explain the meaning of these words in context
	With support can identify key words to look for when scanning a text to find information e.g. *Teacher: If you want to find out what birds eat what are the key words to scan for?*	Is able to identify key words to look for when scanning a text to find information e.g. *I want to know where he lives so I'm looking for words such as: home, habitat, lives*	With some independence can skim and scan in order to retrieve information from a text e.g. *I want to know how he reacted to the news: I need to skim read to find the section where he is given the news and then read on and look for his reaction*
AF3 Deduce, Infer & Predict *Content Domain 2d&2e*	With prompts, asks questions to improve their understanding of a text	Usually asks questions to improve their understanding of a text	Asks questions to improve their understanding of a text
	Can infer a character's thoughts and feelings in fiction	Can infer a character's thoughts and feelings and justify their views *e.g. I think he was really angry but he clenched his fists to stop the feelings flooding out*	Beginning to justify inferences made about a character's thoughts and feelings by making reference to and explaining both implicit and explicit information e.g. *a character who pulls his ear whenever he is nervous – 'They kept laughing about it but Tom just stayed quiet and gently pulled at his ear. He did not __seem__ to mind.' Child can make reference to what the 'ear pulling' signifies and the word __seem__.*
AF4 Understanding structure and organisation of texts	Beginning to understand and make simple comments on how the organisational features support text e.g. titles, fonts, certain punctuation including exclamation mark and question mark.	Is beginning to give reasons for how the organisational features support text e.g. titles, fonts, certain punctuation including exclamation mark and question mark.	Can give reasons for how the organisational features support text e.g. titles, fonts, certain punctuation including exclamation mark and question mark.
AF5 Writers' choice and use of language *Content Domain 2g*	Can reflect and give a simple explanation on the effect of particular words and phrases and how it captures the reader's interest and imagination.	With support, can comment on the choice of language used to create a particular mood. Features discussed might include: *Specific word selection e.g.* **torrential** *rain, indefinite pronouns (empty words) e.g.* **someone, something** *and vivid descriptive language.*	Can comment on the choice of language used to create a particular mood. Features discussed might include: *Specific word selection e.g.* **torrential** *rain, indefinite pronouns (empty words) e.g.* **someone, something** *and vivid descriptive language.*
AF6 Purpose, Viewpoint and personal responses *Content Domain 2g*		In guided sessions, beginning to identify and explain features that writers use to provoke readers' reactions e.g. *how the writer* **shows** *rather than* **tells** *to help the reader* __feel__ *how a character is reacting and* __see__ *the emotion*	Demonstrates a growing understanding of the features that writers use to provoke readers' reactions (such as 'Show not Tell', choice of names e.g. Miss Honey/Miss Trunchbull, the effect of setting)
AF7 Social, cultural & historical traditions	Can identify the setting (time or place) of a text *e.g. I know it is set in the U.S.A because … It is in the present day and the evidence for that is…*	Beginning to find and comment on similarities, themes and conventions e.g. settings, plots and topic	Can find and comment on similarities in themes and conventions *e.g. settings, plots and topic.*