



Year 3						
Developing	Dates for evidence					
Word Reading						
I am beginning to understand the meaning of simple root words, suffixes and prefixes that I meet.						
I can apply a variety of strategies to read unfamiliar texts.						
I can read aloud using intonation and expression that takes into account punctuation.						
I can read some exception words (In relation to National Lower Key Stage 2 expectations).						
I am supported to read longer words by testing out different pronunciations in line with GPC's (40 phonemes).						
I can read Gold stage books.						
Comprehension						
I can listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.						
I am beginning to make choices about which text to read, referring to previous reading experiences.						
I can, with support, use dictionaries to check the meaning of words that I have read.						
I can, with support, check that the text makes sense, discussing my understanding, and explaining the meaning of words in context.						
I can, with guidance, ask questions to improve my understanding of a text.						
I can, with support, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence						
I can, with visual support, retell some stories orally.						
I can, with support, identify some themes and conventions in a wide range of book.						
I can, with visual support or repetition, prepare poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action.						
I can, with guidance, discuss words and phrases that capture the reader's interest and imagination.						
I can, with support, recognise some different forms of poetry [for example, free verse, narrative poetry]						
Secure						
Word Reading						
I can apply my growing knowledge of some of the root words and prefixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.						
I can read some further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word						
I am beginning to read longer words independently by testing out different pronunciations.						
I can read white stage books.						
Comprehension						
I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbook.						
I can read books that are structured in different ways and read for a range of purposes.						
I can increase my familiarity with a wide range of books, including fairy stories, myths and legends. I can retell some of these orally.						
I can identify themes and conventions in a wide range of books.						
I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.						
I can discuss words and phrases that capture the reader's interest and imagination.						
I can recognise some different forms of poetry [for example, free verse, narrative poetry].						
I can check that the text makes sense to me, discussing my understanding, and explaining the meaning of words in context.						
I can ask questions to improve my understanding of a text.						
I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.						
I can use dictionaries to check the meaning of words that I have read.						