Year 3	Beginning	Within	Secure	**End of LKS2 expectations**

Word Reading	➢ I can read independently, using a range of strategies appropriately, including decoding, to establish meaning
	
	➢ I can read aloud with expression and intonation taking into account .!?, and ' for contractions, as well as inverted commas for dialogue
		➢ I can use knowledge of the alphabet to locate information
		
		➢ I can read most of the Y3 words
		
		➢ I can read silently for longer periods of time
		
		➢ I can recognise dialogue and use the right 'voice' when reading aloud
			➢ I can read all of the Y3 words
			
			➢ I can read aloud to an audience with intonation and expression, taking into account higher standard punctuation ... – ( )
			
			➢ I can locate information by skimming and scanning
				Pupils should be taught to:
				    apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
				    read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension				

	➤ I can summarise and explain the main points in a text, referring back to the text to support this
	
	➤ I can explore some straightforward underlying themes and ideas
	
	➤ I can make plausible predictions based on knowledge from/of the text and wider connections
	
	➤ I can explain how and why main characters act in certain ways in a story, using evidence from the text
	
	➤ I can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts
		➤ I can quote directly from the text to support thoughts and discussions
		
		➤ I can discuss reasons for actions and events based on evidence in the text
		
		➤ I can discuss how characters are built from small details
		
		➤ I can explore potential meanings of ambitious vocabulary read in context
		
		➤ I can sometimes empathise with different characters' points of view in order to explain what characters are thinking/feeling and the way they act
		
		➤ I can comment on the author's choice of language to create mood and build tension
		
		➤ I can identify the differences between a
			➤ I can locate information by skimming and scanning
			
			➤ I can use text marking to support retrieval of information or ideas from texts
			
			➤ I can recognise how a character is presented in different ways and respond to this with reference to the text
			
			➤ I can justify and elaborate on opinions and predictions, when prompted, referring back to the text for evidence
			
			➤ I can begin to distinguish between fact and opinion in texts
			
			➤ I can use clues from
				Pupils should be taught to:
				
				    develop positive attitudes to reading and understanding of what they read by:
				    listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
				    reading books that are structured in different ways and reading for a range of purposes
				    using dictionaries to check the meaning of words that they have read
				    increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
				    identifying themes and conventions in a wide range of books
				
				    preparing poems and play scripts to read aloud and to perform,

	➤ I can understand the purpose of a paragraph/chapter
	
	➤ I can identify where language is used to create mood, build tension or paint a pcture
		wider range of non-fiction text types
		
		➤ I can identify language features of some different text types
			action, description and dialogue to establish meaning
			
			➤ I can begin to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act
				showing understanding through intonation, tone, volume and action
				   discussing words and phrases that capture the reader's interest and imagination
				   recognising some different forms of poetry [for example, free verse, narrative poetry]
				   understand what they read, in books they can read independently, by:
				   checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
				   asking questions to improve their understanding of a text
				   drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
				   predicting what

				might happen from details stated and implied
				identifying main ideas drawn from more than one paragraph and summarising these
				identifying how language, structure, and presentation contribute to meaning
				retrieve and record information from non-fiction
				participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.