

<p align="center">Ellingham C of E Primary School Year 3 Assessment Expectations Reading 1</p>		
End of Term 1	End of Term 2	End of Term 3
AF1: use a range of strategies including accurate decoding of text to read for meaning.		
I can read age appropriate texts accurately and at speed (rather than reading with overt sound-blending.)	My decoding skills are increasingly secure: I decode most new words outside of my spoken vocabulary, using a range of strategies, and make a good approximation to the word's pronunciation.	I have secure decoding skills allowing independent reading of longer and less familiar texts with increasing fluency.
	My reading has increasing fluency and expression.	I am beginning to read silently.
AF2: understand, describe, select or retrieve information, events or ideas from texts & use quotation & reference to text.		
With support, I use dictionaries to check the meaning of words which I have read.	I show an increasing familiarity with a wide range of books including fairy stories, myths and legends and can retell some of these orally.	I use dictionaries to check the meaning of words which I have read and explain the meaning of these words in context.
With support I can identify key words to look for when scanning a text to find information.	I am able to identify key words to look for when scanning a text to find information, e.g. <i>I want to know where he lives so I'm looking for words such as: home, habitat, lives.</i>	With some independence, I can skim and scan in order to retrieve information from a text e.g. <i>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.</i>
	I use dictionaries to check the meaning of words which they have read.	
AF3: deduce, infer or interpret information, ideas or events from text.		
With prompts, I ask questions to improve my understanding of a text.	I usually ask questions to improve my understanding of a text.	I ask questions to improve my understanding of a text.
I can infer a character's thoughts and feelings in fiction.	I can infer a character's thoughts and feelings and justify their views e.g. <i>I think he was really angry but he clenched his fists to stop the feelings flooding out</i>	I am 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. <i>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.'</i> Child can make reference to what the 'ear pulling' signifies and the word <u>seem</u> .
AF4: identify & comment on the structure & organisation of texts, including grammatical & presentational features at text level.		
I am 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.	I am beginning to give reasons for how the organisational features support text e.g. titles, fonts, certain punctuation including exclamation mark and question mark.	I can give reasons for how the organisational features support text e.g. titles, fonts, certain punctuation including exclamation mark and question mark.