Reading Assessment Grid – Year 3

Context/Name/Date												
Book Band Progression												
Gold												
White												
Lime												
Copper												
Topaz												
Ruby												
Prior Knowledge: KS1 EXS TAF Statements – if children have not yet achieved these, refer to Y2 sheet												
Read accurately **most** words of 2 or more syllables												
Read **most** words containing common suffixes (e.g. s, es, ing, ed, er, est, y, ment, ness, ful, less, ly)												
Read **most** KS1 common exception words: *The a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our door gold plant clothes floor hold path busy poor told bath people because every hour water find great move again kind break prove half mind steak improve money behind pretty sure child beautiful sugar Mr Mrs children after eye parents wild fast could should would Christmas climb last everybody most past even only father who both class whole old grass any cold pass many*												
In age-appropriate books, read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words												
Sound out **most** unfamiliar words accurately without undue hesitation												
In a book that they can already read fluently, check it makes sense to them, correcting any inaccurate reading												
In a book that they can already read fluently, answer questions and make some inferences												
In a book that they can already read fluently, explain what has happened so far in what they have read												
Word Reading, Fluency, Pace and Expression												
Read and comprehend **some** words containing taught prefixes and suffixes (dis, mis, in, un, il, im, ir, re, sub, inter, super, anti, auto, -ly, -ation, -ous, -sion, -ssion, -tion, -cian)	**1**											
Read and comprehend **many** words from the Y3/4 statutory list: *accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women*	**2**											
Recognise the function of the apostrophe for omission and pronounce contracted forms correctly.	**3**											
Use phonics to decode unfamiliar words: apply the full range of digraphs/trigraphs e.g. kn, wr, ph.	**4**											
Read at an appropriate rate and conversational pace, making use of a range of other reading cues to help, such as: • *recognising CEW/words not spelled phonetically* • *using picture cues*	**5**											

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• *reading ahead to look for clues to determine meaning and pronunciation*													
Repeat short phrases to clarify meaning and/or pronunciation.	**6**												
Pays attention to punctuation to help with correct phrasing.	**7**												
Alter expression when reading something exciting, humorous or emotiona; use punctuation cues to help me.	**8**												
Content Domain 2A & 2B: ability explain the meaning of words <u>in context</u> and retrieve/record key information from texts													
When discussing a text, refer back to the text to explain the meaning of words.	**9**												
I can use a dictionary to find the meaning of new words.	**10**												
I can read ahead to help me construct the meaning of unknown words	**11**												
Find words and phrases in the text to describe characters and how they feel about key events in a story.	**12**												
Text mark specific information in simple texts; use this to answer questions and record answers.	**13**												
I can use non-fiction texts to find out information.	**14**												
Content Domain 2C: ability to summarise main ideas from more than one paragraph													
I can summarise the main point in a paragraph.	**15**												
I can number sentences to show the order in which events appear in the text.	**16**												
Content Domain 2D: ability to make inferences from the text / explain and justify inferences with evidence from the text													
Infer what a character is like and can explain my opinions with reference to specific words or phrases.	**17**												
Make simple inferences about characters' thoughts and motives, justifying views by referring to their actions.	**18**												
Make inferences about characters' thoughts and motives, justifying my views using quotes from the text	**19 GDS**												
Content Domain 2E: ability to predict what might happen from details stated and implied													
Make a sensible prediction based on clear clues in the texts	**20**												
Make precise predictions based on their knowledge of storytelling taken from wider reading	**21 GDS**												
Content Domain 2F: ability to identify / explain how information / narrative content is related and contributes to meaning as a whole													
I can talk about some of the different types of fiction books.	**22**												
I can explain how non-fiction books are organised in different ways.	**23**												
I can use organisational features to locate and extract information (alphabetical order, contents, indexes, chapters, headings and glossary).	**24**												
Content Domain 2G: ability to identify / explain how meaning is enhanced through choice of words and phrases													
I identify where the choice of language has helped to create moods or build tension.	**25**												
I can comment on why an author may have chosen a particular word e.g., to persuade.	**26**												
I can find some examples of figurative language and begin to explain how it conveys meaning.	**27 GDS**												
I am becoming aware of how writers use different words/phrases to help make a point.	**28 GDS**												
Content Domain 2H: ability to make comparisons within the text													
Describe different characters' reactions to the same event in a story and discuss its importance.	**29**												
Talk about the traditional 'ingredients' of fairy stories, legends and myths.	**30**												
Score													
Stage judgement													