

Assessment Criteria

Reading Stage 3

Name:		Class:	Year:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Start score:	Target Score:	End Score:							

Word Reading									
1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet									
2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word									

Comprehension									
<i>Develop positive attitudes to reading and understanding of what they read by:</i>									
3. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books									
4. Reading books that are structured in different ways and reading for a range of purposes									
5. Using a dictionary to check the meaning of words that they have read									
6. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally									
7. Identifying themes and conventions in a wide range of books									
8. Preparing simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action									
9. Discussing words and phrases that capture the reader's interest and imagination									
10. Recognising some different forms of poetry (e.g. free verse, narrative poetry)									

<i>Understand what they have read, in books they can read independently by:</i>									
11. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context									
12. Asking questions to improve their understanding of a text									
13. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence									
14. Predicting what might happen from details stated and implied									
15. Identifying main ideas drawn from more than one paragraph and summarise these									
16. Identifying how language, structure and presentation contribute to meaning									
17. Retrieve and record information from non-fiction									
18. 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									

4-5: St 3 emerging	6-10 St 3 developing	11-15 St 3 securing	16-18 St 4 ready						
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