



Reading Assessment Tracking – Year 3

Skills demonstrated using age appropriate texts.

Term	Working Towards	On Track (Met for summer)	Greater Depth
Autumn	Generally reads age appropriate texts (Y2) fluently, using phonic knowledge and skills consistently to decode quickly and accurately.	Generally reads fluently, decoding most new words outside everyday spoken vocabulary.	Reads with fluency more challenging texts (including those beyond their chronological age), selecting strategies to decode new words. Is beginning to clarify meaning of words through contextual cues.
	Attempts longer unknown words.	Can read longer words with support and tests out different pronunciations.	Reads independently both aloud and silently.
	Self-corrects where the sense of the text is lost.	Can read the further exception words for Y3 as set out in Appendix 1.	Shows an awareness of other organisational devices that will help to locate and retrieve information from non-fiction.
	With support can use a contents page.	Can use a dictionary to check the meaning of words they have read.	<i>Justifies inferences and deductions with evidence from the text.</i>
	Shares favourite words and phrases.	Can retell a wider range of stories, fairy stories and traditional tales.	
	Recognises simple recurring literary language in stories and poetry.	Retrieves and records information from non-fiction, using contents pages to locate information.	
	<i>Asks and answers questions appropriately, including simple inference based on what is said and done.</i>	<i>Predict what might happen from details stated and implied.</i>	
	<i>Can make predictions about what may happen next and at the end of the story based on what has been read so far.</i>	<i>Draws simple inferences such as inferring characters' feelings.</i>	
Spring	Generally reads age appropriate texts (Y2/3) fluently, using phonic knowledge and skills consistently to decode quickly and accurately.	Generally reads fluently, decoding most new words outside everyday spoken vocabulary.	Reads with fluency more challenging texts (including those beyond their chronological age), selecting strategies to decode new words. Is beginning to clarify meaning of words through contextual cues.
	Attempts longer unknown words.	Can read longer words with support and tests out different pronunciations.	Reads independently both aloud and silently.
	Recognises and understands the different structures of non-fiction books that have been introduced.	Can read the further exception words for Y3 as set out in Appendix 1.	Uses appropriate terminology when discussing texts (e.g. plot, character, setting).
	Can identify key aspects of a text read and plays an active role when discussing texts.	Can use a dictionary to check the meaning of words they have read.	Can compare and contrast across texts, justifying identified similarities and differences.
	Is beginning to use appropriate intonation when reading aloud.	Reads accurately and at a speed that is sufficient to focus on understanding rather than decoding individual words.	<i>Justifies inferences and deductions with evidence from the text.</i>
	<i>Asks and answers questions appropriately, including simple inference based on what is said and done.</i>	Identifies common structures across similar text types (eg letters, newspapers)	
	<i>Can make predictions about what may happen next and at the end of the story based on what has been read so far.</i>	Recognises simple themes such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.	
		<i>Predict what might happen from details stated and implied.</i>	
	<i>Draws simple inferences such as inferring characters' feelings.</i>		
Summer	Generally reads age appropriate texts (Y2/3) fluently, using phonic knowledge and skills consistently to decode quickly and accurately.	Generally reads fluently, decoding most new words outside everyday spoken vocabulary.	Reads with fluency more challenging texts (including those beyond their chronological age), selecting strategies to decode new words. Is beginning to clarify meaning of words through contextual cues.
	Attempts longer unknown words.	Can read longer words with support and tests out different pronunciations.	Reads independently both aloud and silently.

	Demonstrates knowledge of a developing range of poetry, stories and non-fiction.	Can read the further exception words for Y3 as set out in Appendix 1.	Demonstrates experience of a broader range of genres, authors and texts from different periods in time.
	<i>Asks and answers questions appropriately, including simple inference based on what is said and done.</i>	Can use a dictionary to check the meaning of words they have read.	Has developed preferences within a wider range of texts, genres and writers and can justify their preferences.
	<i>Can make predictions about what may happen next and at the end of the story based on what has been read so far.</i>	Can demonstrate experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>Justifies inferences and deductions with evidence from the text.</i>
		Performs poetry and plays with appropriate intonation to make the meaning clear.	
		<i>Predict what might happen from details stated and implied.</i>	
		<i>Draws simple inferences such as inferring characters' feelings.</i>	

Word Reading	Comprehension	<p>Once an objective has been covered it becomes Bold</p> <p>It is assumed children have achieved this objective at 'on track' unless they are indicated at either WT or GD</p>
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