

YEAR 3 READING ASSESSMENT

NAME: _____

CLASS: _____

JUDGEMENT:

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|---|----------|---|
| 1 | Entering | A child is just starting to work within that year group's objectives. |
| 2 | Within | A child has achieved a significant number of objectives within that year group. (50%) |
| 3 | Secure | A child has achieved the vast majority of objectives within that year group. (90%) |

ASSESSMENT NEEDS TO BE ACROSS A RANGE OF TEXTS TO INCLUDE A BALANCE OF FICTION, NON-FICTION AND POETRY.

| WORD READING: DECODING | WORD READING: TEXTS | COMPREHENSION: PERFORMANCE | COMPREHENSION: DISCUSSION | COMPREHENSION: UNDERSTANDING |
|---|--|--|---|---|
| Understands meaning of new vocabulary by applying knowledge of root words, prefixes and suffixes. | Reads age-appropriate books accurately, decoding most words automatically to allow focus on understanding. | Orally retells familiar fairy stories, myths and legends. | Actively discusses understanding of a wide range of fiction, poetry, plays, non-fiction, and reference books. | Recognises that books have different themes and conventions, and identifies some of these. |
| Reads further common exception words, and identifies the position of unusual GPCs. | Reads books with different structures and purposes, and with unfamiliar vocabulary. | Performs poetry and playscripts, using intonation, tone, volume and actions to show understanding. | Expresses own views when prompted, and listens to those of others, when discussing independent and shared reading, making reference to theme and purpose. | Retrieves and records information from non-fiction and fiction texts. (fiction included in test framework) |
| | Reads aloud and silently, a range of stories, poetry, plays and non-fiction books. | | Discusses words and phrases of interest that capture imagination. | Identifies main ideas drawn from more than one paragraph and sequences them to provide a summary of information or events. (no specific reference in PoS but suggest this is the step change) |
| | | | Explores the meaning of words in context, including dictionary definitions. | Checks that the text makes sense whilst reading, and identifies the meaning of words in context, to secure understanding. |
| | | | Asks questions to support understanding. | Identifies how the structure and presentation of a text contributes to its meaning. |
| | | | | Identifies how language contributes to meaning, including simple figurative language and technical vocabulary. |
| | | | | Draws inferences based on evidence from the text. |
| | | | | Predicts what might happen from details stated. |