

# Ottershaw CofE Infant & Junior Schools

## Year 3 Reading Grid

WORKING AT END OF YEAR EXPECTATIONS						
<b>Word Reading</b>						
Fluent reading, adjusting speed of reading to suit material and monitoring the precise meaning						
Check that the text makes sense, discuss understanding and explaining the meaning of words in context						
Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand meaning of new words (See English Appendix 1)						
Read most words on the Year 3/4 word list						
<b>Locate retrieve and elaborate on information</b>						
Prepare poems and play scripts to read aloud to perform, showing understanding through intonation, tone, volume and action						
Identify the main point and summarise orally the content of a passage of text independently						
Identify and describe the main characters/setting /events using direct reference to the text						
Use alphabetically ordered texts to find information – e.g. use indices, contents, glossaries, dictionary and thesaurus						
<b>Use inference and deduction to make interpretations</b>						
Distinguish between fact and opinion						
Drawing inferences such as inferring characters feelings, thoughts and motives from their actions						
Make predictions with evidence from text and knowledge of wider reading						
Ask questions to improve their understanding of a text						
<b>Understand structure, organisation and presentation</b>						
Understand that books are structured in different ways for a range of purposes e.g. non-fiction books, chapter books						
Identify the main features of different text types e.g. newspaper reports, diaries, chapter books, letters, picture books						
Identify that information, events or ideas can be organised in paragraphs						
Understand that chapters can signal episodes in stories						
<b>Understands themes conventions of text</b>						
Begin to identify and comment on different points of view in the text						
Can recognise the themes of texts e.g. triumph of good over evil or the use of magical devices in fairy stories or folk tales						
<b>Understands language techniques and styles</b>						
Identify the effects of different words and phrases (e.g. to create humour and atmosphere)						
Comment on how language is used to create effects and paint a picture						
<b>Compare, contrast and evaluate texts</b>						
Express reasoned preferences between texts						
<b>GREATER DEPTH</b>						
<b>Use inference and deduction to make interpretations</b>						
Combine personal experience and clues from the text to interpret and form opinions						
Predict what might happen from details stated and implied						
Recognise how characters are presented in different ways and respond to this with reference to the text						
<b>Understand structure, organisation and presentation</b>						
Recognise some different forms of poetry (for example, free verse, narrative poetry)						
Confidently justify inferences with supporting evidence from the texts						
Evaluate the effectiveness of structural, presentational and organisational features to locate information (e.g. paragraphs, sub-headings, indexes)						
<b>Understands language techniques and styles</b>						
Discuss words and phrases that capture the readers interest and imagination						
Understand how style/vocabulary are linked to the purpose of a text (e.g. exaggerated writing in persuasive text)						
<b>Understands themes conventions and text</b>						
Identify how an author uses language and structure to convey a message						