



Year 3 Reading Attainment and Progress Grid:

Reading Assessment Timetable:								
Autumn			Spring			Summer		
Sept	Baseline	T						
October	Assessment Week	T		Assessment Week	T		Assessment Week	T
December	PIRA test	T	April	PIRA test	T	June	PIRA test	T
	Assessment Week	T		Assessment Week	T		Assessment Week	T

	Autumn (Developing)	Spring (Expected)	Summer (Embedded)
Decoding			
Phonics	Reads aloud books, relying on phonic knowledge to decode age appropriate texts quickly and accurately.	Sounds out unfamiliar words when reading aloud and is developing fluency when reading age-appropriate texts.	When reading aloud, sounds out familiar words accurately without undue hesitation and reads age-appropriate texts with confidence and fluency.
	Recognises and reads common suffixes – ing, er, est, less, full, ment, ness, ly, ily, ally (as per spelling programme)	Beginning to use knowledge of common suffixes, prefixes and root words to begin to read new words – wr; soft c before l, e, y; d/dge; sure; ture; wor, wa, qua,	Recognises some common suffixes and root words and uses this knowledge to read and understand new words – le, el, al, il, ies, es, ey
		Recognise and read homophones / near homophones as per spelling programme	Recognise and read homophones / near homophones as per spelling programme
	Recognises and reads common exception words with ‘-s, -es, -ed, -er, -est endings and words of more than 1 syllable containing taught GPCs..	Can decode words of 2 or more syllables	Recognises and effortlessly decodes words of 2 or more syllables.
Comprehension			
Reading Domain 2a: Give / explain meaning of words in context Reading Domain 2b: Retrieve and record information / identify key details from fiction and non-fiction Reading Domain 2c: Summarise main ideas from more than one paragraph Reading Domain 2d: Make inferences from the text / explain and justify inferences with evidence from the text Reading Domain 2e: Predict what might happen from details stated and implied Reading Domain 2f: Identify / explain how information or narrative content is related and contributes to meaning as a whole Reading Domain 2g: Identify / explain how meaning is enhanced through choice of words and phrases Reading Domain 2h: Make comparisons within the text			



	Autumn (Developing)	Spring (Expected)	Summer (Embedded)
Comprehension and Understanding Reading Domains a, b, c, f, h	Chooses to read without being prompted.	Can speak positively about books and authors they have read.	Demonstrates a positive attitude towards a range of different texts and authors they have read.
	Demonstrates familiarity of a developing range of stories, fairy tales, poetry and non-fiction.	Listens to and discusses a wide range of fiction, plays, poems, non-fiction.	Is familiar with and can discuss a wide range of fiction, plays, poetry, non-fiction, text and reference books.
	Recognises and understands the structure of familiar non-fiction books.	Recognises and understands that non-fiction books are structured in different ways.	Uses Contents pages to locate information in a non-fiction text and retrieves and records simple information.
	Identifies sequences of events and offers simple explanations about how they relate.	Can sequence events and explain how they relate.	Explains how events relate to each other
	Identify the themes in books, such as good over evil, journeys, changes .	Identify the main themes in familiar books.	With support, can identify main ideas in each paragraph.
	Recognises some different forms of poetry -	Recognises some different forms of poetry – narrative, free verse, nonsense)	Has learnt some poems off by heart, and when reading them aloud, can use some intonation
	Is able to discuss the stories and authors they have read, taking turns and listening to others.	Offers some suggestions of their own during discussions about books.	Participates confidently in discussions about books they have read and those that are read to them.
	Clarifies meaning of new words through discussion and making links to known vocabulary.	Can understand unfamiliar words by making links to known vocabulary and contextual clues.	New words are understood, and used correctly, through discussion and making links to known vocabulary.
	Knows that a dictionary is alphabetically written and can find a given letter.	Knows that a dictionary is alphabetically written and can quickly find a given letter.	Begin to use a simple dictionary with support to find the meaning of words they have read.
	Re-reading when a text does not make sense and sounding out unfamiliar words.	Check the text makes sense by questioning unfamiliar words or phrases.	Check the text makes sense by re-reading, sounding out, questioning and discussing words in context.
Retrieval	Retrieve and record answers to simple questions from fiction and non-fiction texts.	Retrieve and record answers to questions from fiction and non-fiction texts.	Retrieve and record answers to questions in fiction and non-fiction texts, giving longer answers.
Inference Reading Domains d,e	Ask and answer simple questions, making simple inferences on what has been said and done.	Use own knowledge, available information and vocabulary to make simple inferences from a text such as inferring a character’s feelings	Offer plausible inferences about characters feelings, thoughts and motives, and explain their reasons why, using evidence from the text.
	Make simple predictions on what might happen based on what they have already read.	Make simple predictions on what might happen next from details stated and implied.	Offer predictions and explain their reasons why, using evidence so far from the text.
Language, Structure and Presentation Reading Domains a,g	Recognises simple recurring language in stories and poetry.	Discuss words and phrases that that capture the reader’s interest and imagination.	Recognises when the author has used a specific word for impact, and discuss their own favourite words and phrases.



<p>Expected: Children can effortlessly decode words in age appropriate books, recognising alternative graphemes for sounds and attempting unfamiliar words using clues from the context of the text. Children will have been supported in developing vocabulary, and understand the effect that vocabulary and language has on a reader. They will have read a wide range of fiction, non-fiction, poetry, reference books and developed an understanding of the key conventions and themes of the range they have read. They will be able to make simple predictions of what might happen in a story and also be able to offer inferences based on what they have read, using evidence from the text.</p>	<p>Greater Depth: Children are able to read books independently for an increased amount of time, stating their preferences for different types of books, and reasons why. They are decoding quickly and reading with increased fluency. They can discuss the main themes and conventions in a wide range of fiction and non-fiction books, with less teacher prompts. They will have a greater understanding of how different genres of writing are structured, and be able to discuss Children are able to use the vocabulary acquired during the year whilst discussing texts.</p>
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Text types and books Term by Term

Add reading domains to Theme reads to focus learning

Autumn Term		
Narrative – Twisted Fairy Tales	Cinder Boy, The Frog Prince, The Pea and the Princess, Cinder Edna, Twisted Fairy Tales series	
1 st Person Recount from The True Story of The Three Little Pigs	The True Story of The Three Little Pigs	
Poetry – Performance Poetry		
Narrative – Portal Stories –	The Tunnel, Stone Age Boy, Alice in Wonderland	
Explanation – Life Cycle of a plant		
Poetry – Alphabet poems / Joseph Coelho		
THEME READS	Fiction	Non-Fiction
History		
Geography		
Science		
Art		

SpringTerm		
Narrative – The Iron Man – Ted Hughes	The Iron Man	
Report – Mountains		
Poetry Haiku		
Narrative – fables/ creation myths, The Hare and the Tortoise	Fables / Creation myths, The Hare and the Tortoise	
Biography – author study	Books by chosen Author – Oxford Based author?	
Poetry – nonsense poetry – Jabberwocky	Jabberwocky	
THEME READS	Fiction	Non-Fiction



History		
Geography		
Science		
Art		

Summer Term

Narrative – playscripts	Extracts from Roald Dahl stories	
Persuasive advert	Oxford Leaflets, Oxford Mail, Oxford Times extracts, Other leaflets advertising places to visit, posters,	
Poetry – imaginative poetry – The Magic Box by Kit Wright	The Magic Box poem, poems with similes, aliteration	
Narrative - adventure	The Green Ship, The Mousehole Cat,	
Instructions – how to mummify a body		
Poetry – performance poetry		
THEME READS	Fiction	Non-Fiction
History		
Geography		
Science		
Art		