Year 3 READING TAF

Working towards the expected standard

- I can apply my phonics knowledge to decode with increasing speed and accuracy.

- I can apply my growing knowledge of root words and some prefixes to begin to read aloud. Including: in-, dis-, mis-, un-, re- and super

- I can apply my growing knowledge of root words and some prefixes to begin to read aloud. Including: -ly, -ture, -sure, -sion, -tion

- I can read most of the KS1 high frequency words and am starting to read some year 3/4 exception words.

I can develop a positive attitude to reading and understanding what I have read by:

- beginning to use appropriate intonation and volume when I read aloud

- understanding that texts are structured differently.

- considering why an author might have used a certain word or phrase.

I can understand what I have read, in books I can read independently, by:

- beginning to ask and answer questions, including some simple inference questions based on characters' feelings and actions.

- checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.

- I can retrieve and record information from non-fiction texts with support.

Working at the expected standard

- I can usually read fluently and am growing more aware of punctuation in longer sentences.

- I am beginning to apply my growing knowledge of root words and prefixes to start to read aloud and to understand the meaning of new words I meet. Including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto

- I can explore potential meanings of more ambitious vocabulary when read in context.

- I can explore potential meanings of more ambitious vocabulary when read in context.

- I can confidently read all KS1 high frequency words on sight and am starting to read most year 3/4 exception words with more confidence.

I can develop a positive attitude to reading and understanding what I have read by:

- reading using different sounds and self-checking that it makes sense.

- reading a wider range of books and participating in discussions about them.

- using appropriate terminology with greater confidence when discussing texts and the plot, characters and settings.

I can understand what I have read, in books I can read independently, by:

- predicting what might happen next from details stated.

- drawing simple inference related to characters' feelings.

- I can label different parts of a text e.g. title, sub-title, diagram, caption, glossary.

Year 3 READING TAF

Working at greater depth

- I can read most 3/4 exception words fluently and I attempt to decode any unfamiliar words with increasing speed and skill.

- I am starting to apply my knowledge of root words, prefixes and suffixes/ word endings to read aloud with greater fluency. Including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- and -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian.

- I can make sensible predictions about the meaning of new words using contextual, structural and visual clues.

- I can read most of the year 3/4 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word

I can develop a positive attitude to reading and understanding what I have read by:

- when reading out loud, selecting a range of appropriate techniques, including intonation, tone, volume and action and I am starting to show an awareness of the audience.

- discussing and comparing texts from a variety of genres and writers, referring to some themes and features.

- recognising and discussing some different forms of poetry

I can understand what I have read, in books I can read independently, by:

- discussing vocabulary

- identifying the main ideas drawn from more than one paragraph and summarising these

- drawing simple inferences from characters' feelings, thoughts and actions, and am starting to support my views with evidence from the text.

- justifying predictions sometimes using evidence from the text.

- I can use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.

- I can use a dictionary to check the meaning of words I have read.