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| **Year 3 Reading Statements** |
| **Word reading** |
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| * I can apply my growing knowledge of root words, prefixes and suffixes when reading aloud and to understand the meaning of new words.
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| * I can read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.
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| **Texts** |
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| * I can develop a positive attitude to reading and understanding of what I have read.
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| * I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.
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| * I can read books that are structured in different ways and read for a range of purposes.
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| * I can use a dictionary to check the meaning of words I have read.
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| * I am increasingly familiar with a wide range of books, including fairy stories and myths and legends.
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| * I can retell some familiar stories orally.
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| * I can prepare and perform poems and play scripts to be read aloud, using intonation, tone, volume and action.
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| * I can recognise some different forms of poetry (e.g. free verse, narrative poetry).
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| * I can choose books I want to read.
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| **Understanding and interpreting** |
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| * I can check that the text makes sense to me and discuss my understanding of the text.
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| * I can explain the meaning of words in context.
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| * I can ask questions to improve my understanding of a text.
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| * I can make inferences about characters feelings, thoughts and motives from their actions.
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| * I can justify my inferences with evidence.
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| * I can predict what might happen from details stated and implied.
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| * I can make predictions based on my knowledge of the text or author.
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| * I can identify main ideas drawn from more than one paragraph and summarise these.
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| * I can identify themes and conventions (e.g. first person diaries, headings, greetings in letters) in a wide range of books.
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| * I can participate in discussions about books I read and those read to me, taking turns and listening to what others say.
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| * I can make some comparisons between books by noticing similarities and differences (e.g. characters, settings) and justify my viewpoints.
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| **Structure and organisation** |
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| * I can identify some organisational features of different text types.
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| * I can use features to locate information e.g. contents, headings, sub-headings.
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| * I can show more confidence in using non-fiction texts to extract information across the curriculum.
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| **The writer’s style** |
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| * I can discuss words and phrases that capture the reader's interest and imagination.
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| * I can identify some words or phrases used to create mood or build tension.
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| * I can recognise themes (e.g. good over evil, magical devices) in stories.
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|  **The writer’s viewpoint and the effect of the reader** |
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| * I can discuss the purpose of a text e.g. Is there a moral to the story?
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| * I am beginning to ask why the author has chosen particular words.
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| * I can give an overview of a text and explain my personal responses.
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