Year 3 Wilby CEVC Primary School Reading tracker

Group/Class:

Word Reading

Pupils can:

Begin to apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet

Read further exception words beginning to note the unusual correspondences between spelling and sound, and where these occur in the word

Begin to try out different pronunciations, attempting to match what they de-code to words they may have already heard but may not have seen in print

RETRIEVE Understand, summarise, retrieve and record information from texts, including non-fiction.	**INTERPRET Deduce, infer or predict information, events or ideas from text, justifying using the text.**	**CHOICE Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.**	**VIEWPOINT Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.**	**PERFORM Show understanding through intonation, tone, volume and action when performing poems and play-scripts.**	**REVIEW Discuss books read independently and as a group, justifying their views.**

Comprehension-Understanding Reading

Identify most obvious themes and conventions in a wide range of books

Identify main ideas drawn from more than one paragraph and begin to draw them together

Predict what might happen from details stated

Draw straightforward inferences made based on own experience: characters' feelings, thoughts and motives from their actions, and with help, can justify inferences with evidence

With support can identify how language, structure, and presentation contribute to meaning- E.g use of pictures, size /style of print and some comment on use of adjectives/ adjectival phrases.

Select effective words and phrases that capture the reader's interest and imagination and discuss why.

Can identify meaning drawn from one paragraph and summaries it simply

Non-Fiction

With assistance retrieve and record information from short / specified sections of non-fiction texts

Use contents pages and indexes to locate information

Reading Behaviour

Pupils can:

Discuss explain + evaluate

Retell some fairy stories, and myths and legends orally including main details in sequence.

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Prepare poems and play scripts to read aloud and to perform with increased confidence in front of a wider audience.

Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Begin to ask questions to improve their understanding of a text

Develop an awareness of preference in reading

Attitudes to reading

Increase their familiarity with a wide range of books, including fairy stories in which there are good and evil characters

Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Recognise that there are different types of poetry (shape poetry, nonsense, poetry that follows a pattern) and not all of them rhyme (narrative)

Read books that are structured in different ways and reading for a range of purposes