

| Band 3 - Reading | | | | | | |
|--|----|---|---|---|---|------|
| Working Towards | | | Working At expectation | | Greater Depth | |
| B | B+ | W | W+ | S | S+ | Deep |
| <ul style="list-style-type: none"> • Building on Band 2... • Children will be reading books that are nearing their chronological age. • Phonic knowledge and skills are consistently applied to decode quickly and accurately. Attempts longer unknown words. • Self-corrects where the sense of the text is lost. • Is beginning to use appropriate intonation when reading aloud. • Demonstrates knowledge of a developing range of poetry, stories and non-fiction. • Can identify key aspects of a text read and plays an active role when discussing texts. • Shares favourite words and phrases. • Discusses sequences of events in narratives and how information in a non-narrative text relates to one another. • Recognises simple recurring literary language in stories and poetry. • Recognises and understands the different structures of non-fiction books that have been introduced. • With support can use a contents page. • Asks and answers questions appropriately, including simple inference based on what is said and done. • Can make predictions about what may happen next and at the end of the story based on what has been read so far. | | | <p>Children will be reading books that match their chronological age and beyond.</p> <ul style="list-style-type: none"> • Can apply their growing knowledge of prefixes including: <ul style="list-style-type: none"> • -In , -im -, -il-, -ir-, -dis-, -mis-, -un-, -sub-, -inter-, -anti and -auto • Generally reads fluently, decoding most new words outside everyday spoken vocabulary. • Uses intonation when reading • Can read longer words with support and tests out different pronunciations. Use dictionaries to check the meaning of words they have read. • Reading is seen as a pleasurable activity. • Reads accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words (approx. 90 words per minute) • Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading, re-reading and rehearsing a variety of texts. • Identifies conventions across familiar stories and recognises simple themes such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. • Retrieves and records information from non-fiction, using contents pages to locate information. • Predict what might happen from details stated and implied. • Draws simple inferences such as inferring characters' feelings, thoughts and motives. | | <ul style="list-style-type: none"> • Reads with fluency more challenging texts (including those beyond their chronological age), selecting strategies to decode new words. • Is beginning to clarify meaning of words through contextual cues. • Reads independently both aloud and silently. • When reading aloud there is some awareness of the audience (e.g. changes in dynamics, pace, voices). • Demonstrates experience of a broader range of genres, authors and texts from different periods in time. • Has developed preferences within a wider range of texts, genres and writers and can justify their preferences. • Uses appropriate terminology when discussing texts (e.g. plot, character, setting). • Can compare and contrast across texts, justifying identified similarities and differences. • Shows an awareness of other organisational devices that will help to locate and retrieve information from non-fiction. • Justifies inferences and deductions with evidence from the text. | |