



Y3 Reading Assessment

Decoder
I can use the contexts of the sentence to help me to read unfamiliar words
I can read out loud confidently, understanding how to use a range of punctuation
I can use knowledge of root words, suffixes and prefixes to read and understand new words
Comprehender
I can identify, retrieve and record the features of different text types
I can use a range of organisational features to locate information, such as labels, diagrams and charts
I can use alphabetically ordered texts to find information e.g. dictionaries
Reading Detective
I can ask questions to improve my understanding
I can justify predictions with evidence from the text
I can empathise with a character
Language Lover
I can discuss words and phrases that capture the readers interest and imagination
I can comment on the choice of language to create moods and build tension – ‘crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught’
Responder
I can begin to identify and comment on different points of view in the text
I can evaluate specific texts with reference to text types
I understand what the writer might be thinking – ‘he thinks he is being mean’
Big Reader
I can retell some of the stories that I’m familiar with orally
I can discuss a range of books and poems read during Year 2
I can start to make simple connections between books by the same author – ‘Dick King Smith often writes about animals’
I can prepare poems and play scripts to read aloud and perform
I can start to recognise some features of the text that relate it to its historical setting or its social or cultural background – ‘the girls had on red flannel petticoats because that is what they wore then’