

### Reading assessment – Year 3

|                       |                                                                                                                                                                                                                                                                                                                                         |    |  |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|
| Word Reading          | Know that words with the /eɪ/ sound spelt ei, eigh, or ey (e.g. vein, weigh, eight, neighbour)                                                                                                                                                                                                                                          |    |  |
|                       | Know that the prefixes dis- un-, and mis- have negative meaning (e.g. disobey, misbehave)                                                                                                                                                                                                                                               |    |  |
|                       | To know more prefixes - most are added to the beginning of root words without any changes in spelling                                                                                                                                                                                                                                   |    |  |
|                       | Know that the suffix -ation is added to verbs to form nouns. (E.g. information)                                                                                                                                                                                                                                                         |    |  |
|                       | Understand that when the suffix -ly is added to an adjective = adverb. If root word starts with a consonant, ly is normally just added (E.g. sadly, completely, usually (usual + ly), finally (final + ly))                                                                                                                             |    |  |
|                       | Recognise that the /i/ sound spelt y elsewhere than at the end of words (e.g. myth, gym, Egypt)                                                                                                                                                                                                                                         |    |  |
|                       | To know the /ʌ/ sound spelt ou (e.g. young, touch, double, trouble, country)                                                                                                                                                                                                                                                            |    |  |
|                       | Know when the ending sounds like /ʒə/ is always spelt -sure. (e.g. measure)                                                                                                                                                                                                                                                             |    |  |
|                       | Know the ending sounding like /tʃə/ is often spelt -ture, (e.g. picture, nature)                                                                                                                                                                                                                                                        |    |  |
|                       | To know that if there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e. (e.g. curious)                                                                                                                                                                                                         |    |  |
|                       | To know that endings which sound like /ʃən/, are spelt (E.g. tion, -sion, -ssion, -cian)                                                                                                                                                                                                                                                |    |  |
|                       | If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (E.g. happily)                                                                                                                                                                              |    |  |
|                       | To know that if the root word ends with -le, the -le is changed to -ly. eg: gently                                                                                                                                                                                                                                                      |    |  |
|                       | To know that if the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. (e.g. frantically)                                                                                                                                                                                                       |    |  |
|                       | To understand that re- means 'again' or 'back'. (E.g. refresh)                                                                                                                                                                                                                                                                          |    |  |
| Reading Comprehension | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. To include:                                                                                                                                                                                             |    |  |
|                       | <ul style="list-style-type: none"> <li>adding suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting, forgotten, beginning, beginner, prefer, preferred)</li> <li>homophones and near-homophones</li> <li>possessive apostrophe with plural words</li> <li>the words truly, duly, wholly.</li> </ul> |    |  |
|                       | Maintain positive attitudes to reading by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally                                                                                                                                                       |    |  |
|                       | Understand what they have read, in books they can read independently, by asking questions to improve their understanding of a text                                                                                                                                                                                                      | 2a |  |
|                       | Understand what they have read by predicting what might happen from details stated and implied                                                                                                                                                                                                                                          | 2e |  |
|                       | Understand what they've read by identifying main ideas drawn from more than one paragraph and summarising these.                                                                                                                                                                                                                        | 2c |  |
|                       | Retrieve and record information from non-fiction texts                                                                                                                                                                                                                                                                                  | 2b |  |
|                       | 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.                                                                                                                                                                                 |    |  |
|                       | Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks                                                                                                                                            |    |  |
|                       | Understand what they have read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context                                                                                                                                      | 2a |  |
|                       | Using dictionaries to check the meaning of words that they have read                                                                                                                                                                                                                                                                    | 2a |  |
|                       | Understand what they have read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence                                                                                                                                                           | 2d |  |
|                       | Maintain positive attitudes to reading and understating of what is read by discussing words that capture the reader's interest and imagination                                                                                                                                                                                          | 2g |  |
|                       | Understand what they've read by identifying how language, structure, and presentation contribute to meaning (to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.)                                                                                                                                       |    |  |
|                       | Maintain positive attitudes to reading and understating of what is read by identifying themes and conventions in a wide range of books                                                                                                                                                                                                  | 2f |  |
|                       | Recognise some different forms of poetry [for example, free verse, narrative poetry]                                                                                                                                                                                                                                                    |    |  |
|                       | Maintain positive attitudes to reading and understanding books that are structured in different ways and reading for a range of purposes                                                                                                                                                                                                |    |  |
|                       | Maintain positive attitudes to reading and understating of what is read by reading aloud poems and performing play scripts                                                                                                                                                                                                              |    |  |

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