



Bentley St Paul's Primary School
Reading Assessment Grids
Year 3



Word Reading						
I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words I meet, to include: dis-, mis-, in-,il-, im-, ir-, -ly;						
English Appendix 1						
I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Linked to spelling English Appendix 1).						
Comprehension						
I can maintain positive attitudes to reading and an understanding of what I read by listening to and discussing a wide range of fiction, poetry, plays, and non-fiction.						
I can maintain positive attitudes to reading and an understanding of what I read by reading books that are structured in different ways.						
I can maintain positive attitudes to reading and an understanding of what I read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.						
I can maintain positive attitudes to reading and an understanding of what I read by identifying themes in books.						
I can maintain positive attitudes to reading and an understanding of what I read by reading aloud poems and performing play scripts.						
I can maintain positive attitudes to reading and an understanding of what I read by discussing words that capture the reader's interest and imagination.						
I can understand what I read by checking that the text makes sense to me, discussing my understanding of words.						
I can understand what I read by asking questions to improve my understanding of a text.						
I can understand what I read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.						
I can understand what I read by predicting what might happen from details stated.						
I can understand what I read by identifying main ideas drawn from within one paragraph and summarising these.						
I can understand what I read by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech						
I can retrieve and record information from non-fiction.						
I can participate in discussion about both books, poems and other material that are read to me and those I can read for myself, taking turns and listening to what others say.						
Spoken Language (Common across Key Stage 1 and Key Stage 2)						
I can listen and respond appropriately to adults and my peers.						
I can ask relevant questions to extend my understanding and knowledge I can use relevant strategies to build their vocabulary.						
I can articulate and justify answers, arguments and opinions.						
I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.						
I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.						
I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.						
I can speak audibly and fluently with an increasing command of Standard English.						
I can participate in discussions, presentations, performances, roleplay/improvisations and debates.						
I can gain, maintain and monitor the interest of the listener(s).						
I can consider and evaluate different viewpoints, attending to and building on the contributions of others.						
I can select and use appropriate registers for effective communication.						