

| Year 3 Reading Statements | Evidence | | |
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| I can sometimes apply my knowledge of morphemes to read aloud and attempt to make sense of new words I meet. | | | |
| I can read some exception words with support. | | | |
| I can listen attentively and sometimes respond with relevant comments to a range of fiction and non-fiction. | | | |
| I can, with support, recall and retell the basic plot of some age-appropriate fairy stories, myths and legends. | | | |
| I can, with support, recognise and discuss some key themes and conventions in a range of age-appropriate books. | | | |
| I can read applying my knowledge of root words, prefixes and suffixes as listed in English Appendix 1. | | | |
| I can read further common exception words with unusual correspondences between spelling and sound. | | | |
| I can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences. | | | |
| I can independently read books that are structured different for a range of purposes and show some awareness of the various purposes for reading. | | | |
| I can independently demonstrate my familiarity with a wide range of age-appropriate books retelling some of these orally. | | | |
| I can identify and discuss themes and conventions in a wide range of age-appropriate books. | | | |
| I can independently read aloud and perform poems and play scripts, showing my understanding of intonation, tone, volume and action. I can re-read, rehearse and perform to show some understanding of the meaning of these texts. | | | |
| I can identify and name some different forms of poetry. | | | |
| I can usually use a dictionary independently to check the meaning of words they have read. | | | |
| I can usually independently monitor reading of age-appropriate texts for sense, self-correcting if I have misread and I can discuss the meaning of new or unusual words in context. | | | |
| I can usually ask myself questions to improve my understanding when independently reading an age-appropriate text. | | | |
| I can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text. | | | |
| I am beginning to draw inferences from my independent reading of age-appropriate texts, often correct but not always fully supported by references to the text. | | | |
| I can usually read 'between the lines' when independently reading an age-appropriate text and draw on my experience of similar texts to predict what might happen next, usually | | | |

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| identifying clues the has planted for the reader. | | | |
| I can usually identify words or phrases at interest, inspire or intrigue me from my reading and say why. | | | |
| I can usually identify distinctive language, structural and presentational features in my independent reading of age-appropriate texts and demonstrate my understanding of how these help the reader draw meaning from the text. | | | |
| I can usually identify questions to be answered beforehand and use specific features of age-appropriate non-fiction texts on paper and on screen to answer them in a form that can be easily retrieved. | | | |
| I can usually discuss my reading of age-appropriate texts in groups and whole class, following agreed rules of group talk. | | | |
| I can read aloud accurately and make sense of new words with confidence. | | | |
| I can demonstrate enthusiasm to prepare and perform poems and play scripts and show understanding through appropriate intonation, tone, volume and action. | | | |
| I can almost always confidently inferences from my independent reading of age-appropriate texts and justify opinions with evidence from the text. | | | |