

Year 3	Step 10	Step 11
<p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <ul style="list-style-type: none"> - To check that the text makes sense. - To ask questions to improve understanding. 		
<p>Word reading</p>	<ul style="list-style-type: none"> - I can read an increasing number of exception words. - I can read aloud using a range of strategies appropriately, including decoding, to establish meaning. -I can apply my increasing knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> - I can read an increasing number of exception words. - I can read aloud with expression and intonation taking into account punctuation. -I can apply my increasing knowledge of root words, prefixes and suffixes
<p>Range of texts</p> <ul style="list-style-type: none"> -Be introduced to a range of authors that they might not choose themselves -Be able to select own books (and be taught how to do so) - Continue to develop a positive attitude to reading and understand what is read. -Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Read books that are structured in different ways and reading for a range of purposes. - 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. 		
<p>Comprehension</p>	<ul style="list-style-type: none"> - I can summarise and explain the main points in a text. - Begin to use knowledge of alphabet to locate information and meaning (dictionary/index). 	<ul style="list-style-type: none"> - I am able to quote directly from the text to support thoughts and discussions. - I can increasingly use knowledge of alphabet to locate information and meaning
<p>Themes and conventions</p>	<ul style="list-style-type: none"> - I can briefly summarise the difference between a fiction and non-fiction text, giving examples. -I can recognise some differences between different poems - I can explore some straightforward underlying themes and ideas. 	<ul style="list-style-type: none"> - I am beginning to identify the differences between a wider range of non-fiction text types (e.g. instructions, explanation, poetry) and fiction texts. -I can recognise presentation devices e.g. numbering and headings in instructions -I can use some appropriate vocabulary to describe different poems - I can summarise and explain the main points in a text.
<p>Language for effect</p>	<ul style="list-style-type: none"> - I can identify where language is used to create mood, build tension or 'paint a picture'. - I can explain the meaning of WOW words in context. - I can explore potential meaning of ambitious vocabulary read in context. 	<ul style="list-style-type: none"> - I can comment on author's choice of language to create mood and build tension. - I can explore potential meanings of WOW words read in context. - I can clarify the meanings of ambitious words and/or phrases in context. - I can discuss how the words make me feel
<p>Making inferences</p>	<ul style="list-style-type: none"> - I can explain how and why main characters act in certain ways in a story. - I can predict what might happen in a story. 	<ul style="list-style-type: none"> - I can explain how and why main characters act in certain ways in a story, using evidence from the text. - When prompted, I can justify and elaborate on opinions and predictions.

Year 3	Step 11	Step 12
<p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <ul style="list-style-type: none"> - To check that the text makes sense. - To ask questions to improve understanding. 		
<p>Word reading</p>	<ul style="list-style-type: none"> - I can read an increasing number of exception words. - I can read aloud with expression and intonation taking into account punctuation. -I can apply my increasing knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> - I can read an increasing number of exception words. - I can read aloud with intonation and expression, taking into account higher grade punctuation. -I can apply my increasing knowledge of root words, prefixes and suffixes -I can test out different pronunciations of longer words
<p>Range of texts</p> <ul style="list-style-type: none"> -Be introduced to a range of authors that they might not choose themselves -Be able to select own books (and be taught how to do so) - Continue to develop a positive attitude to reading and understand what is read. -Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Read books that are structured in different ways and reading for a range of purposes. - 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. 		
<p>Comprehension</p>	<ul style="list-style-type: none"> - I am able to quote directly from the text to support thoughts and discussions. - I can increasingly use knowledge of alphabet to locate information and meaning 	<ul style="list-style-type: none"> - I can locate information by skimming (for a general impression and scanning (to locate specific information). - I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).
<p>Themes and conventions</p>	<ul style="list-style-type: none"> - I am beginning to identify the differences between a wider range of non-fiction text types (e.g. instructions, explanation, poetry) and fiction texts. -I can recognise presentation devices e.g. numbering and headings in instructions -I can use some appropriate vocabulary to describe different poems - I can summarise and explain the main points in a text. 	<ul style="list-style-type: none"> - I can identify differences between different fiction and non-fiction genres. I can name different types of poems -I can discuss the merits of different presentational devices in helping clarity of meaning - I can summarise and explain the main points in a text, referring back to the text to support this.
<p>Language for effect</p>	<ul style="list-style-type: none"> - I can comment on author's choice of language to create mood and build tension. - I can explore potential meanings of WOW words read in context. - I can clarify the meanings of ambitious words and/or phrases in context. - I can discuss how the words make me feel 	<ul style="list-style-type: none"> - I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions). - I can clarify the meaning of WOW words and/or phrases in context. - I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). I can discuss why the author might have chosen these words/phrases
<p>Making inferences</p>	<ul style="list-style-type: none"> - I can explain how and why main characters act in certain ways in a story, using evidence from the text. - When prompted, I can justify and elaborate on opinions and predictions. 	<ul style="list-style-type: none"> - I can sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act. - I can justify and elaborate on opinions and predictions with reference to the text.