

Netherbrook Primary School
Reading Assessment: Stage 3



Word Reading		Comprehension	
1	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	14	identifying themes and conventions in a wide range of books in fiction and poetry;
		15	identifying themes and conventions in a wide range of books in non-fiction;
2	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	16	preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action;
		17	preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;
Comprehension		18	discussing words and phrases that capture the reader's interest and imagination
Develop positive attitudes to reading and understanding of what they read by:		19	recognising some different forms of poetry [<i>for example, free verse, narrative poetry</i>]
3	listening to and discussing a wide range of fiction	Understand what they read, in books they can read independently, by:	
4	listening to and discussing a wide range of poetry	20	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;
5	listening to and discussing a wide range of plays	21	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions
6	listening to and discussing a wide range of non-fiction and reference books or textbooks;	22	justifying inferences with evidence;
7	listening to and discussing a wide range of reference books or textbooks;	23	predicting what might happen from details stated and implied
8	reading books that are structured in different ways;	24	identifying main ideas drawn from more than one paragraph and summarise these
9	reading books that are for a range of purposes;	25	identifying how language contribute to meaning
10	using dictionaries to check the meaning of words that they have read;	26	identifying how structure contributes to meaning
11	using dictionaries to check the meaning of words that they have read independently;	27	identifying how presentation contributes to meaning
12	increasing their familiarity with a wide range of books, including fairy stories	28	retrieving and recording information from non-fiction
13	orally retell a wide range of books, including myths and legends	29	participating 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

Assessment Guidance

Assessment Stage	3.1	3.2	3.3	3.4	3.5	3.6
Typical Attainment time	Late Oct	Mid Jan	Late Mar	Mid May	Late July	Late July
Approximate percentage of curriculum mastered	20%	40%	60%	80 – 85%	95 – 100%	Exceeding stage expectations