

Stage Three Reading

Name

Word Reading

3. I can read further exception words and notice the unusual correspondences between spelling and sound
 accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, I, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women

Word Reading

1. I can read words aloud and understand the meaning of new words I meet, including words with prefixes and suffixes
 Prefixes: un-, dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-
 Suffixes: -ation, -ly, -ous

2. I can read aloud books matched to my ability, sounding out unfamiliar words accurately and automatically

4. I can read further words, noting the unusual correspondences between spelling and sound, and where these occur in the word

5. I can read most words accurately, fluently and with expression

Comprehension

Develop positive attitudes to reading and understanding of what they read

6-9. I can listen to and discuss texts I read and have read to me
 Fiction
 Poetry
 Plays
 Non fiction

10. I can read books that are structured in different ways

11. I can talk about and orally retell a wide range of books, including fairy myths and legends

12. I can identify themes and conventions in range of fiction (including myths and legends, fairy stories and folk tales)

Comprehension

13. I can identify themes and conventions in a wide range of non fiction books

14. I can discuss interesting and imaginative words and phrases

15. I can recognise some different forms of poetry (for example, free verse, narrative poetry)

Understand what they read, in books they can read independently

16. I can check that the text makes sense to me, discussing my understanding

17. I can use context to explain the meaning of words

18. I can justify inferences by finding the evidence in the text

Comprehension

19. I can infer characters' feelings, thoughts and motives from their actions

20. I can predict what might happen from details stated and implied (including the blurb and any stage of a text)

21. I can identify the main ideas drawn from more than one paragraph and summarise these

22. I can identify how language contributes to meaning

23. I can identify how structure contributes to meaning

24. I can retrieve and record information from non-fiction