

Two Mile Ash School

Year 3 & 4

Reading Progression and Assessment Framework 2022-23

Word Reading

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| **National Curriculum Statement:** | **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** |
| **Year 3 at:** | **I am beginning** to apply my knowledge of root words, prefixes (e.g. dis, re, il, anti) and suffixes (e.g. ing, ed, er, ly), both to read aloud and to understand the meaning of new words I meet. |
| **Year 3 GD:** | **I can** **independently** apply my knowledge of root words, prefixes (e.g. dis, re, il, anti) and suffixes (e.g ing, ed, er , ly) both to read aloud and to understand the meaning of new words I meet. |
| **Year 4 at:** | * **I am beginning** to apply my knowledge of root words, prefixes (e.g. auto, mis, super, inter) and suffixes (e.g. er, ly, ation, ious), both to read aloud and to understand the meaning of new words I meet. * I can show an understanding of morphology and etymology to facilitate reading aloud. |
| **Year 4 GD:** | **I can** **independently** apply my knowledge of root words, prefixes (e.g. auto, mis, super, inter) and suffixes (e.g. er, ly, ation, ious), both to read aloud and to understand the meaning of new words I meet. |

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| **National Curriculum Statement:** | **read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word** |
| **Year 3 at:** | * **I am starting** to read exception words. With support, I can note the unusual spellings of further exception words. * I can read most common homophones eg. which/witch, here/hear, meat/meet, grate/great to aid understanding. * I can read common words with contractions eg. that’s, I’m, It’s, don’t, can’t and understand which words they are contractions of. |
| **Year 3 GD:** | * **I can independently** read exception words. I can note the unusual spellings of further exception words. |
| **Year 4 at:** | * **I can recognise** and apply a wide range of exception words. **With support,** I can note the unusual spellings of further exception words, self-correcting as appropriate. * I can read common homophones/ near homophones carefully when reading aloud to clarify meaning and aid understanding. * I can read all words with contractions and understand the difference between them eg. we're and were. |
| **Year 4 GD:** | * I can recognise and apply a wide range of exception words. **Independently,** I can note the unusual spellings of further exception words, self-correcting as appropriate. |

Comprehension

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| **National Curriculum Statement:** | **listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** |
| **Year 3 at:** | **I am beginning to listen to and discuss** a range of fiction, poetry, plays, non-fiction and reference books or textbooks, including both books that are read to me and those I read for myself. |
| **Year 3 GD:** | **I can listen to discuss and reflect** a range of fiction, poetry, plays, non-fiction and reference books or textbooks, including both books that are read to me and those I read for myself. |
| **Year 4 at:** | **I can listen to and discuss** a range of fiction, poetry, plays, non-fiction and reference books or textbooks, including both books that are read to me and those I read for myself. |
| **Year 4 GD:** | **I can discuss, reflect and justify** my opinion on a range of fiction, poetry, plays, non-fiction and reference books or textbooks. |

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| **National Curriculum Statement:** | **reading books that are structured in different ways and reading for a range of purposes** |
| **Year 3 at:** | **I am beginning** to read books that are structured in different ways covering a variety of genres. |
| **Year 3 GD:** | **I can independently** read books that are structured in different ways covering a variety of genres. |
| **Year 4 at:** | **I can explain** basic features across a range of text types, explaining features of language, structure and presentation. I can explain how they contribute to meaning. |
| **Year 4 GD:** | I can explain basic features across a range of text types, explaining features of language, structure and presentation. I can explain and **compare** how they contribute to meaning. |

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| **National Curriculum Statement:** | **using dictionaries to check the meaning of words that they have read** |
| **Year 3 at:** | **I can use** an age appropriate dictionary to find a word based on an initial sound. |
| **Year 3 GD:** | **I can confidently** use knowledge of the alphabet to locate information in a dictionary. |
| **Year 4 at:** | **I can use** a dictionary to find the meaning of new words, expressing interest in the meaning and origin of new words. |
| **Year 4 GD:** | I can use a dictionary and thesaurus to find the meaning of new words, expressing interest in the meaning and origin of new words and **apply** my knowledge by using them in my work. |

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| **National Curriculum Statement:** | **increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally** |
| **Year 3 at:** | I am familiar with a wide range of books, including fairy stories, myths and legends, and am **with guidance**, retelling some of these orally. |
| **Year 3 GD:** | I am familiar with a wide range of books, including fairy stories, myths and legends, and can retell some of these orally using my **own words.** |
| **Year 4 at:** | **I am familiar** with a wide range of books, including fairy stories, myths and legends, and retelling **some of these orally** |
| **Year 4 GD:** | I can retell stories, including myths and legends and traditional tales, by ordering the main points in a logical sequence, making **comparisons** across texts. |

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| **National Curriculum Statement:** | **identifying themes and conventions in a wide range of books** |
| **Year 3 at:** | **With some help,** I can identify themes or morals in a range of stories. |
| **Year 3 GD:** | **On most occasions, I can independently** identify themes or morals in a range of stories. |
| **Year 4 at:** | **I can identify** themes or morals in a range of stories. |
| **Year 4 GD:** | I can identify the themes and morals and make **comparisons** in a range of stories. |

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| **National Curriculum Statement:** | **preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action** |
| **Year 3 at:** | I can prepare poems and play scripts to read aloud and to perform, and am **beginning to** use intonation, tone, volume and action to define the character within the text. |
| **Year 3 GD:** | As Year 4 Working At |
| **Year 4 at:** | I can prepare poems and play scripts to read aloud and to perform using intonation, tone, volume and action to show my understanding. |
| **Year 4 GD:** | I can **confidently** prepare poems and play scripts to read aloud and to perform using intonation, tone, volume and action to show my understanding. I can do this both individually and as part of a group. |

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| **National Curriculum Statement:** | **discuss words and phrases that capture the reader’s interest and imagination** |
| **Year 3 at:** | **I can discuss** words and phrases in a piece of text that capture my interest and imagination. |
| **Year 3 GD:** | I can discuss the **effect** of words and phrases in a piece of text and how they capture my interest and imagination. |
| **Year 4 at:** | **I can make simple comments** about a text, recognising the point of view in which a story is told and authorial intent. |
| **Year 4 GD:** | **I can make comments** about a text, recognising the point of view in which a story is told and authorial intent and justify my view. |

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| **National Curriculum Statement:** | **recognising some different forms of poetry [for example, free verse, narrative poetry]** |
| **Year 3 at:** | **I can recognise** some different forms of poetry, like free verse, nursery rhymes or narrative poetry. |
| **Year 3 GD:** | I can recognise some different forms of poetry, like free verse, nursery rhymes or narrative poetry and **discuss how they are different.** |
| **Year 4 at:** | **I can recognise** different types of poetry. e.g. acrostic, kenning, soliloquy and free verse. |
| **Year 4 GD:** | I can recognise different types of poetry. e.g. acrostic, kenning, soliloquy and free verse and **discuss how they are different.** |

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| **National Curriculum Statement:** | **check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context** |
| **Year 3 at:** | **With Support,** I can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. |
| **Year 3 GD:** | As Year 4 Working At |
| **Year 4 at:** | **I can** check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. |
| **Year 4 GD:** | **I can confidently** check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context and **make comparisons** with other texts. |

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| **National Curriculum Statement:** | **ask questions to improve their understanding of a text** |
| **Year 3 at:** | **With guidance**, I can ask questions to improve my understanding of a text |
| **Year 3 GD:** | At Year 4 Working At |
| **Year 4 at:** | I can ask questions to improve my understanding of a text |
| **Year 4 GD:** | I can ask questions to improve my understanding of a text and justify the reason. |

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| **National Curriculum Statement:** | **draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence** |
| **Year 3 at:** | **I can draw simple** inferences from what I have read, such as inferring characters’ feelings and thoughts. |
| **Year 3 GD:** | **I can draw inferences** from what I have read, such as inferring characters’ feelings and thoughts **and begin** to reference the text e.g. point and evidence. |
| **Year 4 at:** | I can draw inferences from what I have read, such as inferring characters’ feelings, thoughts and motives and I can **justify** my inferences with evidence. |
| **Year 4 GD:** | I can draw inferences from what I have read, such as inferring characters’ feelings, thoughts and motives and I can **justify** **and explain** my inferences with evidence. |

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| **National Curriculum Statement:** | **predicting what might happen from details stated and implied** |
| **Year 3 at:** | I can make **some** predictions as to what might happen from details stated in the story. |
| **Year 3 GD:** | I **can** make predictions as to what might happen from details stated in the story and can **give sensible justifications.** |
| **Year 4 at:** | I can make **some** predictions as to what might happen from details stated and can explore potential alternatives that could have occurred in texts. |
| **Year 4 GD:** | **I can** make predictions as to what might happen from details stated and can **explore potential alternatives** that could have occurred in texts. |

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| **National Curriculum Statement:** | **identify main ideas drawn from more than one paragraph and summarising these** |
| **Year 3 at:** | I can orally summarise what I have read using information from more than one paragraph.  **With some support**, I can identify and recall the main ideas from a text and summarise these in writing. |
| **Year 3 GD:** | As Year 4 Working At |
| **Year 4 at:** | I can identify main ideas drawn from more than one paragraph and summarising these. |
| **Year 4 GD:** | **I can scan** the text for keywords, identifying and summarising the main ideas, drawing information from more than one paragraph. |

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| **National Curriculum Statement:** | **Identify how language, structure, and presentation contribute to meaning** |
| **Year 3 at:** | **With support, I can start** to discuss how language, structure, and presentation contributes to meaning of an age-related text. |
| **Year 3 GD:** | **With increasing independence, I am beginning** to discuss how language, structure, and presentation contributes to meaning of an age-related text. |
| **Year 4 at:** | I **can** discuss how language, structure, and presentation contributes to meaning of an age-related text. |
| **Year 4 GD:** | I **can** discuss how language, structure, and presentation contributes to meaning of a wide range age-related texts (both fiction and non). |

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| **National Curriculum Statement:** | **retrieve and record information from non-fiction** |
| **Year 3 at:** | **With directed prompts**, I can locate information in age-related non- fiction texts by beginning to use appropriate skills, for example: headings, subheadings, skimming and scanning. |
| **Year 3 GD:** | I am **beginning to independently** retrieve and record information from age-related non- fiction texts by beginning to use appropriate skills, for example: headings, subheadings, skimming and scanning. |
| **Year 4 at:** | I can retrieve, record and present information from age-related non-fiction. |
| **Year 4 GD:** | I can retrieve and collate information **effectively** **from a range of sources** **without support.** |

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| **National Curriculum Statement:** | **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.** |
| **Year 3 at:** | I can **with prompts** participate in discussions about age-related books that have been read to me. |
| **Year 3 GD:** | I can participate in discussions about age-related books that have been read to them and those they can read to themselves, **building on their own and other’s ideas and beginning to challenge views courteously**. |
| **Year 4 at:** | I can **confidently participate** in discussions about age-related books that are read to me and I have read myself, building on my own and others’ ideas and challenging views courteously. |
| **Year 4 GD:** | I can confidently participate in discussions about age-related books and **link with other known texts**, that are read to me and those I have read myself building on my own and others’ ideas and challenging views courteously. |