



Two Mile Ash School

Year 3 & 4

Reading Progression and Assessment Framework 2022-23

Word Reading

National Curriculum Statement:	apply their growing knowledge of root words, prefixes and suffixes (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, ing, ed, er, ly), both to read aloud and to understand the meaning of new words.
Year 3 GD:	I can independently apply my knowledge of root words, prefixes (e.g. dis, re, ing, ed, er, ly) both to read aloud and to understand the meaning of new words.
Year 4 at:	<ul style="list-style-type: none"> I am beginning to apply my knowledge of root words, prefixes (e.g. dis, re, ing, ed, er, ly) 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 my learning.
Year 4 GD:	I can independently apply my knowledge of root words, prefixes (e.g. dis, re, ing, ed, er, ly) and suffixes (e.g. er, ly, ation, ious), both to read aloud and to understand the meaning of new words I meet.

National Curriculum Statement:	read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in words.
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Year 3 at:	<ul style="list-style-type: none"> • 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, grate/great to aid understanding. • I can read common words with contractions eg. that's, I'm to aid understanding and understand which words they are contractions of.
Year 3 GD:	<ul style="list-style-type: none"> • I can independently read exception words. I can note the unusual spellings of further exception words.
Year 4 at:	<ul style="list-style-type: none"> • I can recognise and apply a wide range of exception words. I can note the unusual spellings of further exception words, select appropriate words to aid understanding. • I can read common homophones/ near homophones carefully and aloud to clarify meaning and aid understanding. • I can read all words with contractions and understand the meaning of them eg. we're and were.
Year 4 GD:	<ul style="list-style-type: none"> • I can recognise and apply a wide range of exception words. I can note the unusual spellings of further exception words, select appropriate words to aid understanding.

Comprehension

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

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

National Curriculum Statement:	using dictionaries to check the meaning of words that are unfamiliar
Year 3 at:	I can use an age appropriate dictionary to find a word based on its meaning.
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, express their meaning and origin of new words.
Year 4 GD:	I can use a dictionary and thesaurus to find the meaning of new words, express their interest in the meaning and origin of new words and apply my knowledge in my work.

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 I 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 I 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 I am retelling some of these orally
Year 4 GD:	I can retell stories, including myths and legends and traditional tales, and I can make points in a logical sequence, making comparisons across texts.

National Curriculum Statement:	identifying themes and conventions in a wide range of texts
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 between different stories.

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, using intonation, tone, volume and action to define the character and mood.
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 individually and as part of a group.

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 the reader's interest and imagination.
Year 3 GD:	I can discuss the effect of words and phrases in a piece of text that capture the reader's interest and imagination.
Year 4 at:	I can make simple comments about a text, recognising the point of view and the way the story is told and authorial intent.

Year 4 GD:	I can make comments about a text, recognising the point of view and authorial intent and justify my view.
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National Curriculum Statement:	recognising some different forms of poetry [for example narrative poetry]
Year 3 at:	I can recognise some different forms of poetry, like free verse, narrative poetry.
Year 3 GD:	I can recognise some different forms of poetry, like free verse, narrative poetry and discuss how they are different.
Year 4 at:	I can recognise different types of poetry. e.g. acrostic, kenning
Year 4 GD:	I can recognise different types of poetry. e.g. acrostic, kenning, and discuss how they are different.

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 with other texts.

National Curriculum Statement:	ask questions to improve their understanding
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Year 3 at:	With guidance, I can ask questions to improve my understanding
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 j

National Curriculum Statement:	draw inferences such as inferring characters' feelings, thoughts, and their actions, and justifying inferences with evidence
Year 3 at:	I can draw simple inferences from what I have read, such as inferring feelings and thoughts.
Year 3 GD:	I can draw inferences from what I have read, such as inferring 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 c 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 c thoughts and motives and I can justify and explain my inferences

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

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

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

National Curriculum Statement:	retrieve and record information from non-
Year 3 at:	With directed prompts , I can locate information in age-relate beginning to use appropriate skills, for example: headings, su and scanning.
Year 3 GD:	I am beginning to independently retrieve and record inform non- fiction texts by beginning to use appropriate skills, for ex subheadings, skimming and scanning.
Year 4 at:	I can retrieve, record and present information from age-relate
Year 4 GD:	I can retrieve and collate information effectively from a rang support.

National Curriculum Statement:	participate in discussion about both books that are read to me and those I have read myself, taking turns and listening to others' ideas and beginning to challenge views courteously.
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 me and those they can read to themselves, building on their own ideas and beginning to challenge views courteously.
Year 4 at:	I can confidently participate in discussions about age-related books that have been read to me and I have read myself, building on my own and others' ideas and beginning to challenge views courteously.
Year 4 GD:	I can confidently participate in discussions about age-related books that have been read to me and those I have read myself, building on my own and others' ideas and challenging views courteously.