



Yorkmead School Year 3 Reading Targets

Read for Success - Read for Life

	Emerging	Expected	Exceeding
Reading and Attitude	<p>I can use different voices for “speech marks”.</p> <p>I can read year 2 books with fluency and expression with expression.</p> <p>I can read books aloud to an audience with increasing confidence.</p>	<p>I can use a range of strategies to read fluently, with understanding and expression.</p> <p>I can read aloud with appropriate intonation, to engage the listener.</p> <p>I can choose texts appropriate to purpose e.g. Atlas for maps.</p> <p>I can use a dictionary to check the meaning of unfamiliar words.</p> <p>I can use knowledge of authors or text types when deciding what to read.</p>	<p>I can read a wider range of texts, both fiction and non-fiction for a range of purposes, e.g. pleasure, information.</p> <p>I can read year 3 books with fluency and expression.</p> <p>I can read books aloud to an audience with increasing confidence.</p> <p>I can recite poems from memory to an audience.</p> <p>I am beginning to read more demanding texts, independently, fluently and with confidence.</p>
Understanding	<p>I can talk about how characters behave and say why.</p> <p>I can read a text and identify the key vocabulary to help me answer a question.</p> <p>I can use the question to help me to structure the answer to a comprehension question.</p>	<p>I can find information based on the text I am given.</p> <p>I can answer questions about what I read, saying where I found the answer.</p> <p>I can read a text and understand its main message.</p> <p>I can say how a character feels, giving reasons.</p>	<p>I can talk about why a character behaves the way that they do.</p> <p>I can relate to my own experience.</p> <p>I am beginning to make predictions giving reasons by referring to the text.</p> <p>I can understand the main points of a text and can retell confidently and accurately.</p> <p>I am beginning to empathise with characters’ motives and actions.</p>
Features	<p>I can recognise the beginnings and endings of texts.</p> <p>I can recognise most types of punctuation and say why the author has used them.</p>	<p>I can see that what I read has a particular order to it.</p> <p>I can understand the layout and features of a non-fiction text.</p> <p>I am beginning to recognise features of the layout of play scripts.</p>	<p>I can locate words and features that help to sequence a text.</p> <p>I can use organisational features to locate information, such as diagrams, captions and charts.</p>

Language	I can recognise language that is specific to different text types, e.g. fairy tale, story, rhyme, alliteration and instructions.	I can pick out some important types of words that a writer has used (like adjectives). I can recognise a range of prefixes, suffixes, verb endings. I know that an apostrophe is used for omission, e.g. I'm, can't, shouldn't, and pronounce these correctly.	I can identify language that is appropriate to genres and text types. I am beginning to discuss the meaning of words that are used to create effect.
Viewpoint	I can talk about why the author has written the text.	I can say something about what a writer is trying to achieve or do and what they might think about the subject	I am beginning to understand the difference between fact and opinion. I am beginning to pick out different points of view in a text.
Compare	I can recognise when books have similar settings or themes.	I can recognise if texts are set in similar types of places or times. I can use the text to say where and when a text is set. I know a range of text types including fairy tales, myths, legends etc. and understand features of these. I can retell the main points.	I can recognise similarities between texts, referring back to previous / wider reading. I can recognise similarities between characters and themes in texts, giving examples. I can take part in discussions about books, including review, comparison and debate.

Developed by Andie Crane (July 2014)