

**Year Three Reading Assessment Framework**

Name: \_\_\_\_\_

The pupil can:		Assessment point 1	Assessment point 2	Assessment point 3	Assessment point 4
<b>Word Reading</b>					
1	Reads age appropriate books from the Brown Book Bands				
2	Uses knowledge (e.g. root words, prefixes, suffixes) to read new words that they meet				
3	Reads fluently with appropriate expression, phrasing, smoothness and pace				
<b>Reading for Purpose</b>					
4	Reads and discusses a wide range of fiction and non-fiction texts				
5	Demonstrates stamina through reading independently and silently for a sustained period of time (can read with concentration for at least 15 minutes)				
6	Identifies how text structure, conventions and presentation contribute to meaning in non-fiction texts				
7	Begins to discuss words and phrases that the author has chosen to capture interest and imagination e.g. technical vocabulary, where language has been used to create a mood, paint a picture or build tension.				
<b>Comprehension</b>					
8	Checks the text makes sense to them, correcting any inaccurate reading				
9	Retrieves and records information from non-fiction and fiction texts				
10	Infers characters' thoughts, feelings and motives from actions and justifies inferences with evidence from the text				
11	Makes plausible predictions about what might happen from details stated and implied				
12	Summarises the main ideas drawn from a paragraph				
13	Makes links between the text they are reading and other texts they have read ( to include books/films/their own experiences)				
14	Clarifies the meaning of new vocabulary in context				
15	Asks questions to improve understanding of a text				
<b>Greater Depth</b>					
16	The pupil can apply all of the above skills, demonstrating a greater understanding in reading tasks as well as when applying reading skills across all curriculum subjects (in some cases beyond Brown book band).				

NB for number 3. Some pupils may find it difficult to read aloud fluently but this should not be a barrier to achieving standard. However, pupils should be able to read sufficiently fluently (aloud or silently) in order to be able to focus on understanding the text rather than decoding individual words.