Working towards the Y3 expected standard… (B/B+)		Evidence x 3		
		Autumn	Spring	Summer
Predicting	predict what might happen on the basis of what has been read so far			
Inferring	make inferences on the basis of what is being said and done			
Asking Questions				
Evaluating	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say			
	listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently			
	discuss words and phrases that capture the reader's interest and imagination			
	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			
	being introduced to non-fiction books that are structured in different ways			
Clarifying	apply approximately some of patterns listed in year 3 and 4 Spelling NC and use these to read aloud and to understand the meaning of new words they meet			
	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes			
	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent			
	draw on what they already know or on background information and vocabulary provided by the teacher			
	read accurately words of two or more syllables that contain the same graphemes as above			
	read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered			
Making Connections	discuss the sequence of events in books and how items of information are related			
Summarising				
Other	locate information to answer simple questions			
	retrieve and record information from non-fiction			

Working at the Y3 expected standard… (w/w+/s)		Evidence x 3		
		Autumn	Spring	Summer
Predicting	predict what might happen from details stated			
Inferring	draw inferences such as inferring characters' feelings, thoughts and motives from their actions.			
	make comments that are supported by textual reference or quotation although may lack clarity			
Asking Questions	ask questions to improve their understanding of a text			
Evaluating	retrieve and record information from non-fiction			
	discuss words and phrases that capture the reader's interest and imagination			
	identify how language, structure, and presentation contribute to meaning			
	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			
	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally			
	understand how the author has used dialogue, action and description			
	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			
	use language to respond appropriately to other's ideas			
Clarifying	apply all of the root words, prefixes and suffixes listed in the year 3 and 4 Spelling NC, both to read aloud and to understand the meaning of new words they meet			
	check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context			
Making Connections	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally			
	identify issues in texts and talking about them			
Summarising	quickly get the gist of a text by skimming			
	identify main ideas drawn from more than one paragraph and summarising these			
Other	recognise some different forms of poetry [for example, free verse, narrative poetry]			
	read books that are structured in different ways and reading for a range of purposes			
	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word			

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Working at greater depth within the Y3 expected standard… (s+)	Evidence x 3		
	Autumn	Spring	Summer
Predicting — Develop a strong set of preferences as a reader, including genres and authors			
Inferring — draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			
identify and refer to the main points in a text			
draw inferences and begin to link these to evidence in the text			
all textual references are carefully selected and phrased to accurately support points or views			
develop full and clear explanations and justifications of points			
Ask Questions			
Evaluating — develop a rich understanding of a wide range of texts			
identify how language, structure and presentation contribute to meaning			
make comments about the text and begin to link this to evidence in the text			
identify a writer's point of view			
begin to explain the reasons behind their views and opinions			
read avidly a wide range of texts whilst making clear choices based on preference and purpose			
carefully evaluate books and use this to inform reading preferences			
present points, thoughts and feelings towards and book, author or theme, enthusing and engaging the listener			
begin to discuss and evaluate how authors use language and other techniques, considering the impact on the reader			
carefully select from a range of texts based on genre or story preference			
Clarifying — read with fluency and pace, where decoding familiar and related unknown words does not impede			
apply a range of strategies to decode new words			
read longer words [including words with more than one syllable] by applying learnt decoding strategies			
Making Connections			
Summarising — use skimming and scanning [and other techniques] to locate information in fiction and non-fiction texts			
Other — read a range of books to gather information as part of the research process			
read longer texts for sustained periods			
learn poetry by heart, using intonation, tone and volume to portray meaning and engage the audience			
carry out independent research using a variety of text-based sources as evidence			
refine the use of retrieval techniques to find information			