



# Dawley C of E Primary Academy

'Enriching Learning, Enriching Life'

Year 3 National Expectations

## MY READING TARGET GRID

Black—I can

Red—I must

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

### Word Reading and Decoding

I can read some further exception words, by identifying the unusual links between spelling and sound, and where these occur in the word.

I am becoming familiar with an increasing range of books, including fairy stories, myths and legends, and retelling some of these orally.

I can prepare poems and play scripts to read aloud and to perform, beginning to show my understanding through intonation, tone, volume and action.

I understand the meaning of root words, prefixes and suffixes and can identify them in a text.

I can read books that are structured in different ways and reading for a range of purposes.

I can use a dictionary to check the meaning of words that I have read.

I can discuss some words and phrases that capture the reader's interest and imagination.

I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

### Comprehension

I can identify themes and conventions in an increasing range of books.

I am beginning to predict what might happen from details that are given in the text, as well as ones that are implied.

I am beginning to identify main ideas taken from more than one paragraph and summarise these.

I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

I can ask questions to improve my understanding of a text.

I can begin to work out characters' feelings, thoughts and motives from their actions, and justifying my reasons with evidence from the text (drawing inferences).

I am beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].

I am beginning to retrieve and record information from non-fiction.

I am beginning to check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.

I am beginning to identify how language, structure, and presentation help make meaning clear.