

Year 3/4 : Reading Assessment

Name:		Date			Achieved
Decoding	Decode most new words outside of spoken vocabulary.				
	Read longer words with support.				
	Use the context of a sentence to read unfamiliar words.				
	Self -correct consistently				
	Read simple chapter books independently and silently.				
	By End of Year - Book bands Y3: Grey Y4: Dark Blue				
Reading for Pleasure	Read for a range of purposes independently.				
	Choose appropriate texts with support.				
	Demonstrate engagement with reading: - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form				
Inference, Prediction, Clarifying, Questioning, Summarising	Infer - draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.				
	Predict - what might happen from details stated and implied based on: - content - simple themes/ text types Justify predictions with evidence				
	Clarify - use dictionaries to check the meanings of words they have read.				
	Question - ask and answer questions to improve understanding of a text.				
	Summarise - identify main ideas drawn from more than one paragraph and summarise these. Retrieve and record information from non-fiction				
Language for Effect	Identify language, structural and presentational features of texts and discuss how they contribute to the meaning.				
	Discuss words and phrases that engage the reader.				
	Give extended explanations of the impact of language choices on meaning.				
Themes and Convention	Begin to make connections between texts.				
	Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.				
	Begin to identify and comment on the use of different conventions of different types of writing.				