An Daras Multi Academy Trust
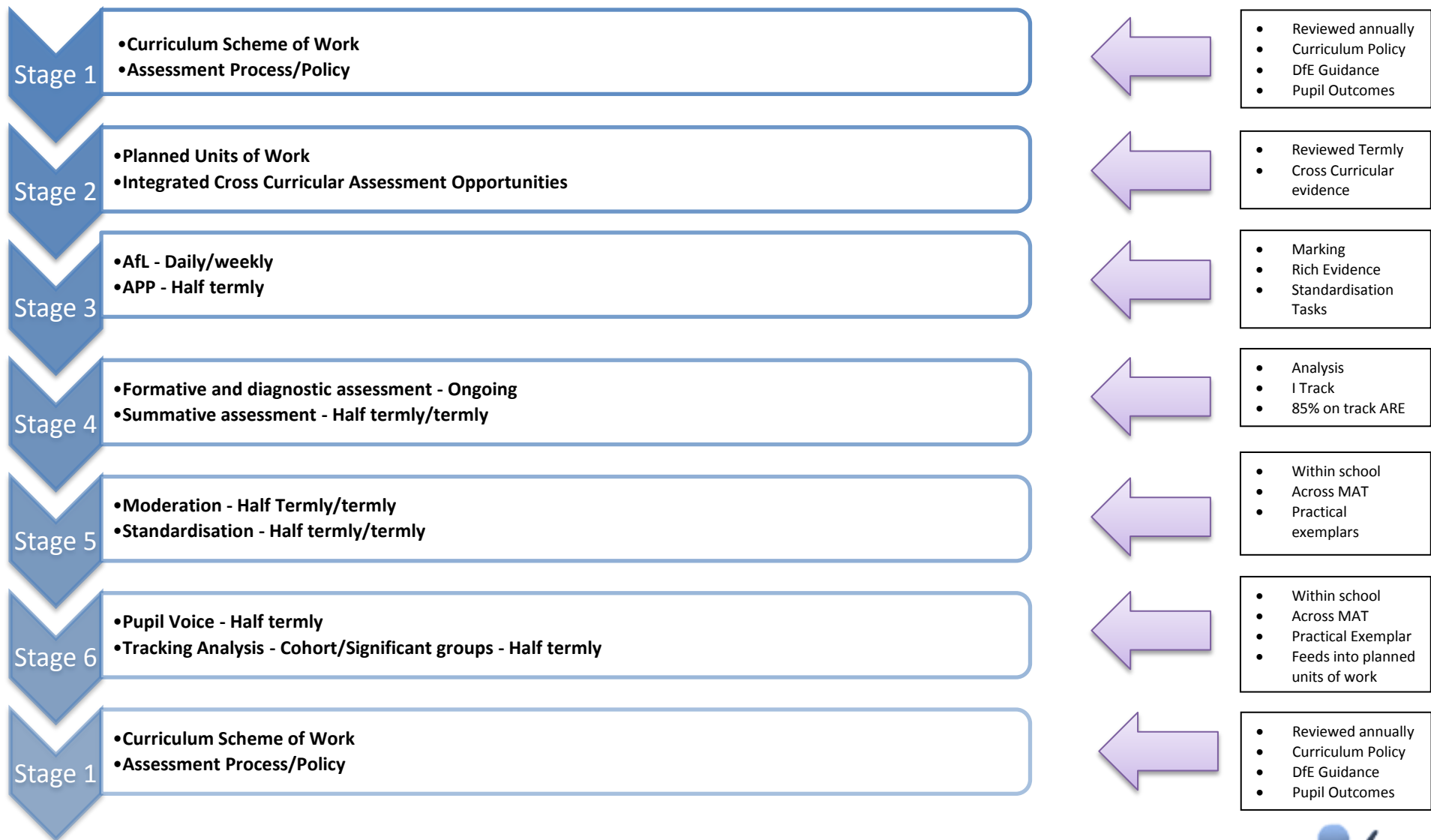
Assessing Pupil Progress – Reading (Y3)

Integrated Curriculum Scheme of Learning - 2015	
Document:	**ADMAT Assessing Pupil Progress (APP)**
National Curriculum Subjects:	**Reading**
Year Group:	**Year 3**
Agreed and Approved:	**Sept 15**
Leader In Year Review Dates:	**Sept 16**
Related Documents and Guidance:	National Curriculum 14/15
	Dimensions Skill Ladders 14
	English Scheme of Learning 15
	Non-Negotiable 14
	English Policy 15
	Handwriting Policy 15
	Assessment Policy 15
	Marking Policy 15

| Stage 1 | •**Curriculum Scheme of Work**
•**Assessment Process/Policy** | ⬅ | • Reviewed annually
• Curriculum Policy
• DfE Guidance
• Pupil Outcomes |

| Stage 2 | •**Planned Units of Work**
•**Integrated Cross Curricular Assessment Opportunities** | ⬅ | • Reviewed Termly
• Cross Curricular evidence |

| Stage 3 | •**AfL - Daily/weekly**
•**APP - Half termly** | ⬅ | • Marking
• Rich Evidence
• Standardisation Tasks |

| Stage 4 | •**Formative and diagnostic assessment - Ongoing**
•**Summative assessment - Half termly/termly** | ⬅ | • Analysis
• I Track
• 85% on track ARE |

| Stage 5 | •**Moderation - Half Termly/termly**
•**Standardisation - Half termly/termly** | ⬅ | • Within school
• Across MAT
• Practical exemplars |

| Stage 6 | •**Pupil Voice - Half termly**
•**Tracking Analysis - Cohort/Significant groups - Half termly** | ⬅ | • Within school
• Across MAT
• Practical Exemplar
• Feeds into planned units of work |

| Stage 1 | •**Curriculum Scheme of Work**
•**Assessment Process/Policy** | ⬅ | • Reviewed annually
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• Pupil Outcomes |

ADMAT Year Group 3 Non-Negotiable Expectations	Key Concepts
Reading - Non-Negotiable	- Comment on the way characters relate to one another - Know which words are essential in a sentence to retain meaning - Draw inferences such as inferring characters' feelings, thoughts & motives from their actions - Recognise how commas are used to give more meaning - Recognise inverted commas - Recognise: - plurals - pronouns and how used - collective nouns - adverbs - Explain the difference that the precise choice of adjectives and verbs make
Unlocking learning through Oracy - Non-Negotiable	- Talk and listen confidently in different situations - Show they have listened carefully by asking relevant questions - Develop and explain their ideas giving reasons - Sequence and communicate ideas in an organised and logical way in complete sentences as required - Vary the amount of detail – dependent on purpose and audience - Participate fully in paired and group discussions - Show understanding of the main points in a discussion - Vary the use and choice of vocabulary – dependent on the purpose and audience - Start to show awareness of how and when Standard English is used - Retell a story using narrative language, adding relevant detail - Perform poems from memory, adapting expression & tone as appropriate - Show they have listened carefully through making relevant comments - Formally present ideas or information to an audience - Recognise that meaning can be expressed in different ways dependent on the context - Begin to adapt use of language to meet the needs of the audience/listener

ADMAT/ARE Year 3 Reading/Key Concepts (v2)	Pupil Name: Class Teacher:	Term 1 Aut1: Aut2:	Term 2 Sp1: Sp2:	Term 3 Sum1: Sum2:	Are Related Expectation Key:	NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding

A/Decoding	B/Reading for pleasure	C/Prediction	D/Clarifying	E/Questioning	F/ Summarising	G/Language for effect	H/Themes and conventions
A1. Decode most new words outside of spoken vocabulary	B1. Draw inferences such as character feelings, thoughts and motives from their actions, and justify with evidence from text or life experiences	C1. As B1	D1. As B1	E1. As B1	F1. As B1	G1. As B1	H1. As B1

Row A1–H1 scale:

EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4

A/Decoding	B/Reading for pleasure	C/Prediction	D/Clarifying	E/Questioning	F/ Summarising	G/Language for effect	H/Themes and conventions
A2. Read longer words with support	B2. Read for a range of purposes independently	**C2. Predict what might happen from details stated and implied base on- content**	D2. Use dictionaries to check the meanings of words they have read	E2. Ask and answer questions to improve understanding of a text	**F2. Identify main ideas drawn from more than one paragraph and summarise these**	G2. Identify language, structural and presentational features of texts and discuss how they contribute to their meaning	**H2. Begin to make connection between texts**

Row A2–H2 scale:

EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4

A/Decoding	B/Reading for pleasure	C/Prediction	...	...	...	G/Language for effect	H/Themes and conventions
A3. Use the context of a sentence to read unfamiliar words	B3. Choose appropriate texts with support	**C3. Predict what might happen from details stated and implied based on- simple themes/ text types**				**G3. Discuss words and phrases that engage the reader**	H3. Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices

Row A3/B3/C3/G3/H3 scale:

EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4

A4. Self- correct consistently	B4. Demonstrate engagement with reading- reading for sustained periods if tine	C4. Justify predictions with evidence				G4. Give extended explanations of the impact of language choices on meaning	**H4. Begin to identify conventions of different types of writing**

Row A4/B4/C4/G4/H4 scale:

EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4

A5. Read simple chapter books independently and silently	B5. Demonstrate engagement with reading- complete books						H5. Comment on the use of conventions in different types of writing

EM	TI	EXP	EXC	EM	TI	EXP	EXC																	EM	TI	EXP	EXC
1	2	3	4	1	2	3	4																	1	2	3	4
				B6. Demonstrate engagement with reading- engaging actively in book discussion																							
				EM	TI	EXP	EXC																				
				1	2	3	4																				
				B7. Demonstrate engagement with reading- respond to reading in a written form																							
				EM	TI	EXP	EXC																				
				1	2	3	4																				

Rich Evidence – Guidance Year 3	Autumn Term (Terms 1+2)	Spring Term (Terms 3+4)	Summer Term (Terms 5+6)
Formative	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading menus Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice Reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading menus Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice Reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading menus Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice Reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading
Summative	Comprehension Reading (1x half term minimum)	Comprehension Reading (1x half term minimum)	Comprehension Reading(1x half term minimum)