

Band 3 - Reading						
B	B+	W	W+	S	S+	Deep
<p>Building on Band 2...</p> <p>Phonic knowledge and skills are consistently applied to decode quickly and accurately. Attempts longer unknown words.</p> <p>Self-corrects where the sense of the text is lost. Is beginning to use appropriate intonation when reading aloud.</p> <p>Demonstrates knowledge of a developing range of poetry, stories and non-fiction. Can identify key aspects of a text read and plays an active role when discussing texts. Shares favourite words and phrases.</p> <p>Discusses sequences of events in narratives and how information in a non-narrative text relates to one another. Recognises simple recurring literary language in stories and poetry.</p> <p>Recognises and understands the different structures of non-fiction books that have been introduced. With support can use a contents page.</p> <p>Asks and answers questions appropriately, including simple inference based on what is said and done. Can make predictions about what may happen next and at the end of the story based on what has been read so far.</p>		<p>Generally reads fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations. Use dictionaries to check the meaning of words they have read.</p> <p>Reading is seen as a pleasurable activity. Reads accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</p> <p>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading, re-reading and rehearsing a variety of texts.</p> <p>Identifies conventions across familiar stories and recognises simple themes such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p> <p>Retrieves and records information from non-fiction, using contents pages to locate information.</p> <p>Predict what might happen from details stated and implied. Draws simple inferences such as inferring characters' feelings.</p>			<p>Reads with fluency more challenging texts (including those beyond their chronological age), selecting strategies to decode new words. Is beginning to clarify meaning of words through contextual cues.</p> <p>Reads independently both aloud and silently. When reading aloud there is some awareness of the audience (e.g. changes in dynamics, pace, voices).</p> <p>Demonstrates experience of a broader range of genres, authors and texts from different periods in time. Has developed preferences within a wider range of texts, genres and writers and can justify their preferences.</p> <p>Uses appropriate terminology when discussing texts (e.g. plot, character, setting). Can compare and contrast across texts, justifying identified similarities and differences.</p> <p>Shows an awareness of other organisational devices that will help to locate and retrieve information from non-fiction.</p> <p>Justifies inferences and deductions with evidence from the text.</p>	