

Name \_\_\_\_\_ Class \_\_\_\_\_

**Band 3 - English Reading**

Word Reading


 b > b+ > w > w+ > **S** > s+

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, including dis-, mis-, in-, il-, im-, ir-, -ly, English Appendix 1.  
*I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words.*
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.  
*I can read further exception words including words, that do not follow spelling patterns.*

**Band 3 - English Reading**

Comprehension


 b > b+ > w > w+ > **S** > s+

- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.  
*I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.*
- Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.  
*I can show that I enjoy reading by reading lots of different types of books.*
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.  
*I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others.*
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.  
*I can tell you what a book that I am reading is about.*
- Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and performing play scripts.  
*I can read aloud poems and perform play scripts.*
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.  
*I can discuss words that excite me in the books that I read.*
- Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.  
*I can understand what I have read, checking that it makes sense by talking to others about it.*
- Understand what he/she reads by asking questions to improve his/her understanding of a text.  
*I can ask questions about the texts that I have read to help me understand them.*
- Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  
*I can work out what a character in a book is feeling by the actions they take and can explain how I know.*
- Understand what he/she reads by predicting what might happen from details stated.  
*I can predict what might happen from clues in what I have read.*
- Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.  
*I can tell someone about the main ideas in a paragraph.*
- Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, including, paragraphs, headings, sub-headings, and inverted commas to punctuate speech.  
*I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.*
- Retrieve and record information from non-fiction.  
*I can use non-fiction texts to find out information on a subject.*
- Participate in reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.  
*I can talk about books and poems and I can take turns in telling people about them.*