

Name:



Year 3 Reading Ladder



Class:

	Word Reading		Comprehension				
		Locate, retrieve and elaborate on information	Use inference and deduction skills	Understand structure, organisation and presentation	Understand language, technique and style	Understand themes and conventions in texts	Compare, contrast and evaluate texts
<p>Range of competencies and contexts: Children will listen to and discuss a wide range of poetry, plays, non-fiction and reference or textbooks. They will increase their familiarity with the breadth of narrative, including fairy stories, myths and legends, and be able to retell some of the orally. They will participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>							
Must	<ul style="list-style-type: none"> -I can notice the spelling of unfamiliar words and relate them to words I know -I can show an awareness of precise vocabulary and what it means. -I can sustain silent reading 	<ul style="list-style-type: none"> -I can use the content and index to help me retrieve information -I can use text more fully as a reference and a model for answering questions -I can search for and find information in texts and summarise key points 	<ul style="list-style-type: none"> -I can make simple predictions using experience of similar books -I can use my own experiences and vocabulary provided by the teacher to add detail to the understanding of texts -I can use clues to express my opinions -I can offer interpretations of texts including inference -I can suggest different scenarios based on evidence 	<ul style="list-style-type: none"> -I can use organisational features to orientate around a text -I can identify and discuss the format and text layout of fiction and poetry 	<ul style="list-style-type: none"> -I can identify the effects of different words and phrases e.g. humour, atmosphere -I understand how vocabulary is linked to the purpose of the text e.g. imperative verbs 	<ul style="list-style-type: none"> -I can identify simple morals in stories and poems -I can identify when more than one point of view can be expressed within a text 	<ul style="list-style-type: none"> -I can express reasoned preferences between texts -I can evaluate specific texts with reference to text types -I can make simple connections between books by the same author
Should	<ul style="list-style-type: none"> -I can fluently read, mostly silently -I can check that what I read makes sense and discuss the meaning of new words 	<ul style="list-style-type: none"> -I can prepare poems and play scripts to read aloud and perform, showing intonation, tone, volume and action -I can identify the main point and summarise orally the content of a passage -I can identify and describe the main characters/setting /events using direct speech as a reference -I can use alphabetically ordered texts to find information 	<ul style="list-style-type: none"> -I can ask questions to improve my understanding -I can discuss the actions of main characters and justify views based on evidence -I can make predictions using evidence and wider knowledge -I can distinguish between fact and opinion 	<ul style="list-style-type: none"> -I understand that books are structured in different ways for different purposes -I can identify that information, events and ideas or organised into paragraphs -I can identify the main features of different texts -I know that chapters identify episodes 	<ul style="list-style-type: none"> -I can identify the effects of different words and phrases e.g. humour, atmosphere -I can comment on how language is used to create effects and paint a picture 	<ul style="list-style-type: none"> -I can begin to identify and comment on different points of view in the text 	<ul style="list-style-type: none"> -I can draw on previous experiences of authors and types of books to inform my choices -I can recognise some features of the text that relate it to its historical setting or social background -I can express reasoned preferences between texts
Could	<ul style="list-style-type: none"> -I can Sustain silent reading, including longer, more complex texts -I can Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending 	<ul style="list-style-type: none"> -I can Identify main ideas drawn from more than one paragraph and summarise these -I can use knowledge of the alphabet to locate books and support research -I can begin to skim for general impressions and scan to locate specific information 	<ul style="list-style-type: none"> -I can use personal experience and clues from the text to interpret and form opinions -I can predict what might happen from details stated and implied -I can recognise how characters are presented in different ways and respond to this with reference to the text 	<ul style="list-style-type: none"> -I can recognise some different forms of poetry (for example, free verse, narrative poetry) -I can comment on the appearance of some non-fiction text types -I can evaluate the effectiveness of non-fiction texts and its layout 	<ul style="list-style-type: none"> -I can find and comment on examples of how authors express different moods, feelings and attitudes -I can identify how an author uses language and structure to convey a message -I understand how style and vocabulary are linked to the purpose of the text (e.g. exaggerated writing in persuasive text) 	<ul style="list-style-type: none"> -I can identify themes and conventions in a wide range of books -I can identify how an author uses language and structure to convey a message -I understand how the author wants the reader to respond 	<ul style="list-style-type: none"> -I can recognise some features of the context of texts (e.g. historical setting or similar themes) -I can make connections between books by the same author -I can recognise some different forms of poetry!

