

FPS Year 3 Reading Assessment

	With support, can find a word the writer has used that shows X about a character.			When prompted, can justify an elaborate on opinions and predictions, referring back to the text for evidence	Is beginning to use own text marking to support retrieval of key information or ideas from texts (e.g. highlighting 5Ws or making notes in the margin)	
	Can explain what a specific word tells us about a character or setting.					
	Can use clues from action, description and dialogue to help establish meaning	Is beginning to read between the lines to interpret meaning and / or explain what characters are thinking or feeling as well as the way they act		Can identify the difference between a wider range of non-fiction text types e.g. instructions, explanations, persuasion	Is beginning to scan texts, using structural signposts if appropriate, to locate specific information	
				Is able to quote directly from the text when answering questions		
Can read all of the Y 1 / 2 words and some of the Y 3 / 4 words	Can identify language that the author has chosen to build mood and tension	Sometimes emphasizes with different characters' points of view in order to explain what characters are thinking / feeling and the way they act		Understand the purpose of paragraphs / chapters / sections in non-fiction and how these are used to group ideas and events together	Is beginning to skim read texts to gather the general impression of what has been written	
Can read aloud with expression and intonation, taking into account , ? ! and ' for contractions, as well as "" for dialogue	Can explore potential meanings of ambitious vocabulary read in context using knowledge of etymology (word origin), morphology (the form and structure of thw word e.g. the 'root' word plus prefix/suffix) or the context of the word	Can identify reasons for actions based on evidence in the text	Can make plausible predictions based on wider knowledge beyond the text (e.g. other texts on the same theme, other texts by the same author, a personal connection that the child makes to their own wider experiences)	Can make choices about which texts to read, expressing preferences and comparing texts	Can confidently use letters of the alphabet to locate information in a dictionary or thesaurus	
Can read independently using a range of strategies to decode unfamiliar words and to establish meaning (e.g. self-correcting, widening knowledge of vocabulary)	Can identify language the writer has used to capture interest and imagination	Can explore and discuss underlying themes and ideas that are no signaled at a literal level	Can make plausible predictions based on knowledge from / of the text	Can use evidence from the text to explain how or why main characters act in certain ways	Can answer literal fact retrieval questions in age-related texts	Can summarize the main points / message of a story or non-fiction text
Word reading and fluency	Vocabulary	Inference	Prediction	Explanation	Retrieval and Recall	Summary and Sequencing