

## Year 3 reading

Key performance indicator	Performance standard
<p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</li> <li>• using dictionaries to check the meaning of words they have read; and</li> <li>• identifying themes and conventions in a wide range of books.</li> </ul> <p>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Understands what they have read independently by:</p> <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; and</li> <li>• predicting what might happen from details stated and implied.</li> </ul> <p>Retrieves and records information from non-fiction</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y3 a child should be able to justify their views about books written at an age-appropriate interest level</p> <p>A child is able to read the book 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>A child can:</p> <ul style="list-style-type: none"> <li>• decode most new words outside the spoken vocabulary;</li> <li>• read longer words with support and test out different pronunciations;</li> <li>• recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales;</li> <li>• listen attentively and discuss books and authors that they might not choose themselves;</li> <li>• read, reread and rehearse a variety of texts;</li> <li>• use contents pages and indexes to locate information; and</li> <li>• respond to guidance about the kinds of explanations and questions that are expected from them.</li> </ul>